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ABSTRACT

Intended for use by trainers working in community action agencies for the Office of Economic Opportunity, this manual stresses active participant involvement in the learning process. It is designed to help develop knowledge and skill in such areas as training session design, use of adult education methods, followup procedures, and the responsibilities and attributes of an effective trainer. Trainers should become able to state training objectives, then design a program in which a learning climate is established, participants agree on learning goals, activities are planned in accordance with specific objectives, and performance outcomes are adequately evaluated. Numerous methods and techniques (including rules for facilitating feedback) are outlined for increasing trainees' knowledge or information and improving personal and job skills, as well as for developing psychological insight and understanding. Suggestions on training style are also offered. The document includes 27 references, survey forms, check lists, and criteria for program evaluation. (LY)

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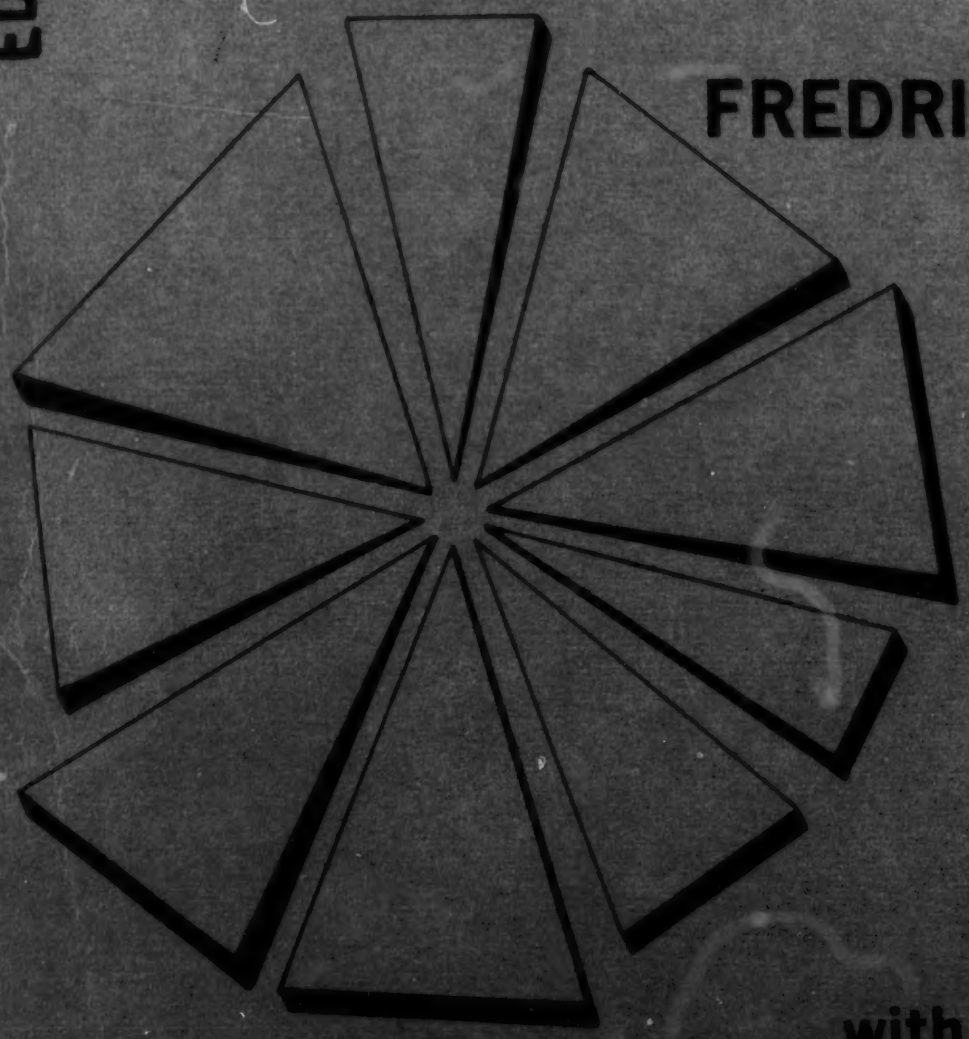
TRAINING BY OBJECTIVES

A PARTICIPANT-ORIENTED APPROACH



FREDRIC H. MARGOLIS

with an introduction by
DR. DAVID C. McCLELLAND

prepared for the
OFFICE OF ECONOMIC OPPORTUNITY
MID-ATLANTIC REGION

prepared by the
BEHAVIORAL SCIENCE CENTER
STERLING INSTITUTE

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INTRODUCTION

WHAT IS TRAINING?

By
Dr. David C. McClelland, Professor of Psychology

Harvard University

Chairman, Behavioral Science Center

Let me tell you about a training program I observed in Addis Ababa, Ethiopia, in the spring of 1968 which I think may have special relevance for trainers in CAAs. The relationship between the trainers and the people they were trying to help bothered me and I believe that the things which bothered me there may have special significance to you working with the OEO.

CAAs are in the business of trying to help people, and the helping relationship is more complicated than we tend to think. As a psychologist, I am particularly interested in the motivational impact of the relationship between educational and training agencies and the people they are trying to help. As a trainer, Fred Margolis is particularly interested in the specific parts of that relationship involving the trainer and the trainee. Our concerns are parallel, if not identical. We are both anxious to learn, wherever we can, and share that knowledge with people and agencies in a practical, useful way. The example of the Job Training Centre in Addis Ababa may be a helpful way to begin.

The staff of the Job Training Centre in Addis Ababa are hard-working, conscientious people pursuing laudable training objectives. The overall objectives of their project are to recruit and train street boys for employment as houseboys. They are training so-called "unemployables" to fill available jobs which pay an adequate wage, provide a high degree of security, and provide a level of dignity in that society. This is similar to some of the work you may be attempting. Since their program is an example of thousands of similar programs I have observed and read about in this country and abroad, I want to examine the effect of their methods, especially as they might apply to CAA programs and goals.

Specifically, I want to look at the nature of the helping relationship which the Centre creates and the effect of that relationship on the learning climate, the learning contract between training agency and trainees, the training itself, and the methods of evaluation used.

Climate to Learn

The Centre begins to set a learning climate in its first contacts with potential trainees. The Centre staff interview and carefully screen candidates before training. Their motives are logical. They want to eliminate the hopelessly incompetent and obviously inappropriate candidates. The Centre staff also wants to elicit statements of commitment to the program, i.e., "I want to become a houseboy," or even more specific statements such as, "I want to learn English and cooking." From the beginning of the relationship, it is clear that the Job Training Centre is establishing a learning climate in which the Centre is responsible for the trainees and retains all effective responsibility for their success or failure.

Contract

All good training provides an opportunity for trainer and trainees to reach agreement on the goals of the training. In this case the explicit contract indicates the trainers work for the Centre, not for the trainees, food is free to trainees, and training materials are provided by the Centre staff. In each instance it is a one-way contract, placing responsibility and control in the hands of Centre staff.

Training

Detailed instruction by highly competent trainers is given in cooking, ironing, washing, and English. High standards of performance are set by the training staff during training, and these standards are communicated clearly and repeatedly to the trainees.

Evaluation

Performance of trainees is continually monitored and evaluated. Daily reports are kept on the performance of each trainee, and staff discussions are held regularly to share this information, to plan how to give feedback to each trainee, and to decide what emphasis should be placed on his future training. This information is not shared with the trainee directly, although he may know some kind of central information file is being maintained on him. The Centre's motivation for this is excellent, morally speaking. It wants all the information it can get so that it can decide on the basis of complete information what is best for the trainees and their ultimate employers. But once again, this places total control and responsibility in the hands of the training agency. In so doing, the Centre reinforces a dependency relationship on the part of the trainees.

What is wrong with this relationship? Many would say nothing is, if one were to judge by the nature of most training programs around the world. This is certainly a competently conducted and thorough training program. And we have seen far poorer programs conducted in governmental, industrial, or educational organizations in the United States. The authoritarian overtones of the program as described may be bothersome to some, yet if it works, isn't it better than leaving hundreds of street boys unemployed? But does it work?

The Centre's experience has been that nearly half of the trainees, in spite of careful screening procedures, have to be dismissed for dishonesty or lack of cooperation. This experience is almost identical, statistically, to some "hard-core" training programs recently studied in the Boston area, where similar helping relationships characterized the training. This makes such programs extremely expensive, and for that reason alone we might ask whether there isn't some better way to structure the training relationship.

Let's look at a contrasting example of this difficult relationship by trainers and training agencies.

Climate to Learn

In this second training program, the contrasts begin with the efforts to establish a different learning climate from the beginning. The training agency emphasizes self-selection, and training is offered on a first-come, first-served basis. Candidates don't have to make a final decision about continuing the training until they have experienced some of it, and they are free to leave at will. Training is presented to them as an opportunity to improve themselves. If they honestly want to become good houseboys, the training agency and trainers will provide them with the necessary information and skills to enable them to become good houseboys.

Contract

Nothing is free. In this training system, trainees may be asked to pay the trainers something for helping them to become good houseboys. They must agree to pay the training agency back later (since they can't pay now) for food, training service, and training materials by arranging to have their new employer pay a fraction of their salary back to the agency during their first six months of employment. Thus, they have the sense that they are hiring the agency or trainers to train them. (This system may seem extreme for CAA training, but the principle is important.)

Training

Actual training does not begin with knowledge and skills training. After the learning climate is set, clear agreement is reached between trainers and trainees on the learning goals. Perhaps counselling and

training to help trainees decide what they want to do with their lives precedes any skills training for a few days. Then, when they have created a context in which to acquire and use the knowledge and skills, the ironing, washing, cooking, and English training is begun. But even during the knowledge and skills training, trainees share responsibility with trainers for what they are to be taught. Training is focused on clear, mutually shared training objectives, and advanced educational methodologies are used to involve trainees in responsibility for the learning process.

Evaluation

Trainees are taught to evaluate their own progress and performance. Information is freely shared between trainer and trainee about how they *both* feel he is progressing. Throughout the training, trainees continually evaluate their own progress toward the learning goals which they helped to establish for themselves. Thus trainees proceed at different paces, rather than being locked into a fixed pattern by the trainers and other trainees.

It seems to me that the second example given above would be appropriate in many ways for training in CAAs. Although in most instances CAA trainers won't have the recruiting, selection and screening problems faced by agencies such as the Job Training Centre in Addis Ababa, or won't want to ask trainees to pay for materials and food, the issues are the same in terms of setting a learning climate at the beginning of a training program in a CAA.

Do the trainees want to be there, and will they take responsibility for their own learning? Are they free to leave if they find the training is not appropriate for them? Is self-selection emphasized in this training? Until these issues are dealt with, a healthy trainer-trainee contract is all but impossible.

If the major themes of this book are sound, and the research into adult education theory on which those themes are based is valid (which I believe to be the case), then the second kind of helping relationship described above is not simply realistic, but it is the *only* effective way we know to increase dramatically the cost-effectiveness of training.

And I don't just mean dollars when I use the term "cost-effectiveness." I mean other personal costs, such as time, psychological strain, self-esteem, the very real human cost of failure. After making what is perhaps a painful effort to learn, in order to improve one's lot, these factors are much more vital to trainees, and their trainers, than the dollars and cents costs of a training program.

For trainers working in Community Action Agencies this book is a practical, yet exciting and imaginative effort to help you as trainers establish the very special helping relationship described in my second example. The theory behind it is compatible with the major theme of OEO, "helping people to help themselves." As trainers, you are in a unique position to implement that theme.

D.C. McC.
Cambridge, Mass.
June 1, 1970

CHAPTER 1

THE GOALS OF THE MANUAL

You are now training, or are about to begin training, in Community Action Agencies for OEO. This manual is designed to help you help others more effectively as a trainer. It is intended as a personal workbook for you to adjust to your own personal style and experience. Use it, write in it, get mad at it, rewrite it.

The general objectives of the book are:

- to help you learn more about training, including setting training goals, designing a training session, using adult education methods

- to give you a better idea of the responsibilities of a trainer.

The specific objective will enable you to:

- state training objectives based on performance outcome

- design a training program in which a learning climate is established

    - participants agree on the learning goals

    - activities are planned in order to meet those specific training objectives

    - performance outcome is evaluated.

The central theme flowing through this book has already been characterized by Dr. David McClelland: that participants should be involved in their own learning. I want to take a few paragraphs right now to involve you and to make sure we agree on what the goals of this book are and what they are not.

A Climate for Learning

Not everyone ought to become a trainer. It is a tough,discouraging, frustrating business. If you want to become a trainer, or if you want to improve your skills as a trainer, I think that this book will be helpful. I really believe people should be in control of their own learning. You are perfectly free at this point to reject that opinion, and to proceed to

- read this book with total skepticism on the chance that some other good ideas might have slipped in by accident; or

- stop reading now.

I can't really set the kind of climate I would like with you, because you can't communicate with me to tell me about yourself. So, let me tell you a little about myself; then you can decide whether we have some experiences, concerns, ideas in common which would enable us to learn from each other.
I have trained in a lot of CAAs. I say that simply to assure you that I know what some of your problems are. Let me hasten to add I know that I don't know what *all* of your problems are.

I have been professionally trained in adult education theory. I tell you that because I am going to ask you to accept some things I say as if I really have had some training in that field. I have.
I do not believe that trainers ever stop learning. When they think they have, they should stop training. I am anxious to learn from you, and will value your feedback and criticism of this book.
I assume that you have major resources to contribute to the materials in this book. (I will suggest this several times again.) I expect you to use your own experience to question, validate, reject, or build upon whatever I say, on every page of this book.

I think that a trainer in a Community Action Agency has one of the roughest jobs in the country. I have respect for you, simply because you are in a position to read this book.

Contract

You have heard many trainers say, "There are no specific answers; you have to find them yourself." In this book, I take a slightly different view. That is, there are many "answers" here that may work for you, and you can use some of them. They are not the only answers, and in some cases may not be the best answers for you. However, I believe that the methods presented will greatly help you in selecting, designing, conducting, and evaluating training.

I hope through this book to give you some new information through which you will be able to develop new skills as a trainer in CAAs. My part of the contract is to present to you a training system that will work in a CAA.

Your contract could be to *read about* my ideas. That's O.K., but it alone probably won't help you *use* these ideas in training. The best way for you to learn how to *use* these ideas would be for us to talk about them, question each other, and try to apply them to your individual training program. This, unfortunately, is impossible. So, I've taken an approach which is second best, but which relies more heavily on your commitment.

In the manual, you'll find many opportunities to test your understanding of the training system, and many opportunities to apply the system to your individual situation. I hope you will contract with me to take these opportunities to think about the ideas, and to test our communication. If you will accept that contract, your learning will probably be greater.

One caution–this book is *not* intended to transform an inexperienced person into a trainer. It is intended as a resource and a reference to CAA trainers who have other resources and other experience upon which to draw. If it contributes toward your wanting to go on and develop beyound the scope of these materials, that will meet one of my personal hidden objectives for writing it.

If that simple contract sounds reasonable to you, let's get on with it.

CHAPTER 2

AN EFFECTIVE TRAINER

If you are like most trainers, experienced or inexperienced, you are probably asking yourself questions like What does a trainer do? What are my responsibilities? How can I prepare myself? Will the trainees listen to me? What can I teach them? What am I going to do? Can I do it?

To be sure, training is a difficult job. Yet, training is not a completely new activity for anyone. Nearly every adult has often been a trainer–in teaching his children, in helping his neighbors, in advising his friends, in assisting his parents. We do these things easily and naturally, often without thinking about them.

Your responsibilities as a trainer involve many of these same activities. Many new trainers lose sight of their own "experience." They ask, "Why would anyone want to listen to me? I don't know all the answers." This lack of confidence is a very natural feeling, but as a trainer you are not supposed to know all the answers. Your job is to provide opportunities for each member of the group to discover his own answers. This book is designed to help you increase your skill in designing training programs that will help people discover their own answers.

In this chapter, you will get an overview of a trainer's job, look more closely at the assumptions trainers hold about people and training, and look at the characteristics both of an effective trainer and an effective training program. This can provide you with a better picture of what you will need to do to run your training programs successfully.

A trainer's job has seven areas of responsibility:

1. *Preliminary planning*–to determine what training should be done, what resources are available, and what is needed. (Chapter 3)

2. *Determining needs and objectives*–taking those objectives and stating them so the trainer knows specifically what can be accomplished. (Chapter 4)

3. *Designing the training session*–utilizing methods which will increase the commitment and learning of the trainees. (Chapters 5 and 6)

4. *Training*–the activities of a trainer during the training session. (Chapter 7)

5. *Evaluating the training session*–to increase participants' learning and to improve your skill as a trainer. (Chapter 5)

6. *Following-up after the training*–some things that a trainer can do. (Chapter 7)

7. *Evaluating the training*–to determine what difference it has made. (Chapter 8)

That is the trainer's job. Not everyone can do it well; some trainers are more successful than others.

Successful trainers generally share certain assumptions about people and about training. Here is a chance for you to check your assumptions against those commonly held by successful trainers. As honestly as you can, mark your reactions to the following statements about training and human nature:

1. Every individual has worth as a person. He is entitled to dignity and self-respect. Everyone's feelings and viewpoints should be respected.	True	False	Maybe

2.	The average person dislikes work and will avoid it if he can.	True	False	Maybe
3.	Because most people dislike work, they must be controlled, directed, and threatened. Otherwise, they will not learn.	True	False	Maybe
4.	Every person has a capacity to learn and grow. Everyone can improve himself.	True	False	Maybe
5.	People learn best in a climate that is supportive and free from punishment.	True	False	Maybe
6.	The average person prefers being directed and wishes to avoid responsibility.	True	False	Maybe
7.	Most people want security above all and have little ambition.	True	False	Maybe
8.	People learn best from emotionally involving experiences that are related to their needs.	True	False	Maybe
9.	What is important to training sessions is to emphasize what people do, and to talk about what people feel is not productive.	True	False	Maybe
10.	The trainer is most effective when he helps people learn from their own experiences.	True	False	Maybe
11.	People learn best when the trainer does not present himself as a distant authority figure but involves them cooperatively in decisions.	True	False	Maybe
12.	The trainer must be knowledgeable about the subject he is teaching so that he can supply the correct answers.	True	False	Maybe
13.	People learn best when they are provided with immediate feedback about the effects of their actions.	True	False	Maybe
14.	Feedback in a training session detracts from the main objectives of learning.	True	False	Maybe

I hope you took the time to think about these questions and mark your answers. If you contracted to become involved in this book, then I'm sure you tested yourself. If not, perhaps you will recontract and answer the questions. You may find it fun, and you could learn more about yourself.

If you did answer the questions, then continue on to the next page.

If not, don't trouble with the next 4 pages. Just skip to the next chapter.

Most successful trainers would answer the questions this way:

1. True
2. False

3. False

4. True

5. True

6. False

7. False

8. True

9. False

10. True

11. True

12. False

13. True

14. False

How are you feeling?
If your answer is, "Great! I got all (almost) right," reward yourself and skip to page 9.
If your answer is, "Fair. I got most (some) right," keep reading, and I will try to help.
If your answer is "Poor" or "Because I only got a few right, that doesn't prove anything,"

1. DON'T GIVE UP! The assumptions you expressed are extremely common. You now have the opportunity to re-examine them and assess their realistic value. If you then honestly change your assumptions, you will have experienced a substantial change in yourself. This experience will greatly assist you in helping others change.

   On the other hand, if you continue to hold far different assumptions than most successful trainers, then your job will be even more difficult. You may decide you want to enter into other activities more consistent with your assemptions about people.

2. Reread Dr. McClelland's "What is Training?"

3. Think, really think, about how *you* would like to be treated as a trainee.

4. Continue to read this manual.

Questions 1, 4, 5, 8, 10, 11, and 13, were based on seven assumptions which underlie the training role, according to the *Handbook of Staff Development and Human Relations Training*[1]. Here is a more detailed explanation.

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1. Donald Nylen, J. Robert Mitchell, and Anthony Stout, *Handbook of Staff Development and Human Relations Training: Materials Developed for Use in Africa* (Washington: National Training Laboratories, 1967), pp. 269-270.

Assumptions which Underlie the Training Role

Among the assumptions which underlie training philosophy and the training role those mentioned below appear to be of special importance.

1. There is an assumption that every individual has worth as a person. An individual is entitled to maintain his self-respect and dignity. His feelings are important and should be respected. Criticizing an individual's behavior is differentiated from rejecting him as a person.

2. There is an assumption that human beings have a capacity to learn and to grow. Generally people do what they have learned to do and they usually follow the habits which have guided them in the past. Thus, they tend to be consistent in their actions. However, they also change their attitudes and beliefs and develop new ways of doing things as a result of new emotional-intellectual experiences.

3. There is an assumption that the most effective type of learning–that which is most likely to influence attitudes and behavior–comes about through having emotionally involving experiences and reflecting upon them. Individuals learn as they are stimulated and challenged to learn. They develop ways of behaving as they get responses (feedback) from other persons to their behavior. In the learning process there is stress though the individual may not recognize it as such.

4. There is an assumption that a permissive atmosphere–a group climate conducive to free discussion and experimentation with different ways of behaving–is a necessary condition for learning. Only when an individual feels safe enough to behave as he normally does is it possible to detect the behaviors which are unproductive, i.e., those which are not effective with other persons. In a nonjudgmental atmosphere a trainee is more likely to be receptive to feedback from others and willing to try different ways of expressing himself.

5. There is an assumption that the training role carries responsibility for helping the trainees learn from their experiences. This involves facilitating the development of conditions within the group which will be conducive to learning and guiding the learning experience. It implies that the trainer as a person influences events within the group and that his behavior is also a legitimate subject for examination. In fact, the trainer's willingness to encourage scrutiny of his own role behavior is a crucial factor in furthering the growth of a climate which permits examination of the role behavior of members.

6. There is an assumption that the most productive way to work is to share in the diagnosis of problems and to collaboratively plan and evaluate activities. This method leads to greater emotional involvement on the part of participants. It results in greater member commitment to decisions.

7. There is an assumption that the study of "group processes," i.e., how work is done and the characteristics of the interaction among persons as they work, helps to improve group efficiency and productivity. The crucial factors which interfere with cooperative effort more often lie in the manner in which people work together than in the mastery of technical skills. Problems–of involvement in cooperative effort, of relationships between individuals, and of relations between individuals and the group–all are of universal nature. The best place to study such problems is in the immediate present. Hence, examination of what is going on in the group, the here-and-now, provides the richest material for learning. Every member can participate meaningfully because he has witnessed and experienced the data being discussed.

Questions 2, 3, 7, 9, 12, and 14, were based on assumptions made about people by Douglas McGregor in *The Human Side of Enterprise.*[2]

McGregor has developed two theories to explain human behavior. Essentially, Theory X builds on the lower order of human needs. Theory Y assumes that, once met, these needs no longer motivate. It builds on the higher order of needs.

Human behavior is based on theory–we do A because we theorize it will produce B. It is important that the leader examine his assumptions–his theory–about what makes people behave as they do. His assumptions reflect his value system and determine his practices and how he organizes for decision making and action.

It may be useful to check our own assumptions against the following sets of assumptions.

Theory X

1. The average human being has an inherent dislike of work and will avoid it if he can.

2. Because of the human characteristic of dislike of work, most people must be coerced, controlled, directed, threatened with punishment to get them to put forth adequate effort toward the achievement of objectives.

3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, wants security above all.

Theory Y

1. The expenditure of physical and mental effort in work is as natural as play or rest.

2. External control and the threat of punishment are not the only means for bringing about effort toward objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed.

3. Commitment to objectives is related to the rewards associated with their achievement.

4. The average human being learns, under proper conditions, not only to accept but to seek responsibility.

5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the learning process is widely, not narrowly, distributed in the population.

6. Under the conditions of modern life, the intellectual potentialities of the average human being are only partially utilized.

The need is not so much to choose up sides as to which theory is "right" but to make our assumptions about human behavior more explicit and to check how well our own behavior reflects our assumptions. Theory Y is more dynamic than X, more optimistic about the possibility for human growth and development, more concerned with self-direction and self-responsibility, more consistent with available social science knowledge.

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2. This material is taken from the Reading Book of the NTL Institute for Applied Behavioral Science, associated with the National Education Association. The papers were originally prepared for theory sessions at the Institute's laboratories.

The staff of the Job Training Centre in Addis Ababa obviously had Theory X assumptions about people. As a trainer and an adult educator, I am recommending Theory Y for a very practical reason: It works. And it works best when the trainer fully believes it will work. The rest of this manual is devoted to giving you specific tools with which to put Theory Y into effect and enable you to become a better trainer.

CHAPTER 3

SHOULD TRAINING BE DONE?

How do you determine whether or not you should conduct a training program for an agency? Do you look merely to see if there is a need, or are there some other things to consider? Let's look at it in another way.

Suppose you wanted to prepare a special dinner for a few friends. You want it to be unique, interesting, and fun. What things would you consider before planning your menu and buying food? There are eight issues that would probably come to mind.

Do the people I want to invite *need* companionship and socializing, or have they had so many demands placed on them recently that they would probably rather stay at home?

Will they *want* to come spend the evening with me? Or are they so busy that they will not be able to attend?

Does my family *support* the idea? How do they feel about the dinner? Will they help me?

Do I have the *skill* to prepare the food well? Do I have the recipes? Have I used these recipes before? Will I need help or advice?

Do I have enough *time* to prepare the meal? Will I be working that day?

How much is it going to *cost*? Can I *afford* it? How can I make it less expensive but still as good as I want it to be?

Will it work? Will it achieve its *objectives*? Will it really be unique, interesting and fun?

What possible problems can I anticipate? Are people going to get along well together? Will they enjoy each other?

Most trainers consider these same kinds of questions when planning a training program. Let's try to restate these eight issues as they would be considered in planning a program. A careful consideration of these issues will help you decide whether you should do the training and whether you have the skills or available resources to do it.

1. *Is the training needed?* This is crucial. If you aren't certain it is needed, don't do it!

2. *Is the training wanted?* This is a difficult issue. Trainees may not want training, but may need it just the same. In many cases, those CAAs that don't want training may be the ones that need it most. Still, if the idea of training is strongly rejected, don't attempt it; it won't work. Although sometimes a CAA that does not want training can be influenced to try it and openly evaluate its effectiveness, the issues surrounding a decision to put on a training program for a CAA that is adverse to training are complex and difficult. My advice is to be sensitive to this problem, and trust your intuition.

3. *Is there support for training?* A trainer should consider the degree of support for the training, especially among the more influential staff members of the agency. If the CAA Director and some of the supervisors value and support the training, it has a far better chance of being successful.

4. *Is there training and consulting skill available?* This is also crucial. Don't train without sufficient skill. Attempting to carry out training for which you lack the necessary skills is harmful to the agency, the trainees, and you.

5. *Is enough time available?* In many cases, the CAA will claim that its staff doesn't have enough

time. If this is really the issue, find a time that causes the fewest problems. However, be careful. Sometimes members of a CAA will claim that time is the issue when, in fact, they don't want the training for other reasons. When this is the case, the trainer must consider the new issues this raises.

6. *Is there enough money?* Not very often. However, expenses can be kept to a minimum, and with a little ingenuity programs can often be conducted at very low cost. Don't let the scarcity of funds be a stumbling block!

7. *Is there a good chance of achieving the objectives?* The importance of this question should be obvious. If the answer is No, then either change the objectives or don't train. It sounds simple, but I know of many training sessions that have failed because the realistic potential for achieving the objectives was never assessed. Stated positively, training should only take place when there is a good chance of meeting the planned objectives.

8. *Will the training cause any problems?* This is a tricky question. The trainer must anticipate possible problems. What effects will there be? Can the new problems be affected by additional training and will the agency be better or worse off? It is hard to answer these questions in advance, but the trainer should be sensitive to these issues and watching for them.

The following is a simplified guide to help you decide whether training should be conducted. Think of a specific training event in which you anticipate being involved. Fill out the checklist, applying the questions listed there to that event. For each question, check the box which best reflects the information you have about the CAA and the training.

Checklist for Determining Whether Training Should Be Done

1.	Is the training needed? Yes ☐				No ☐
2.	Is the training wanted? Yes ☐	Maybe ☐	No ☐		
3.	Is there support for training? Yes ☐	Some ☐	None ☐		
4.	Is training and consulting skill available? Yes ☐				No ☐
5.	Is time available? Yes ☐	Some ☐	A little ☐	None ☐	
6.	Is there enough money? Yes ☐	Maybe ☐	Probably not ☐	No ☐	
7.	Is there a good chance of achieving the objective? Yes ☐		Probably ☐		No ☐
8.	Will the training cause any problems? No ☐	Some ☐		Yes ☐	

If you checked any boxes to the right or immediate left of the heavy vertical line, you should very carefully weigh the pros and cons of training.

If you marked any boxes to the right of the dotted line, or if you were hesitant to answer any of the questions, you should probably try to gather some additional information before making a decision.

When you have decided that a training event is appropriate, the next step is to plan what you are going to do. The following chapter will help you with the first step in the planning process–setting up realistic and specific training objectives.

CHAPTER 4

ESTABLISHING SPECIFIC OBJECTIVES

General Objectives of the Chapter	To teach you how to set objectives which are based on training needs, are realistic and specific.

Since that objective is so general, it will be hard for you to know when or whether you have achieved it. It will help to be more specific about the learning we are after.

Specific Objectives	When you have completed the chapter, you should be able to: (1) select from a list of objectives those that meet the three tests listed on page 23. (2) write the Specific Objectives for training which meet the three tests on page 23.

You have decided that the CAA *needs* training, that it is *wanted,* and that there are sufficient *resources* to do it. The next step is to determine what should be the goal of the training. There is a tendency here to jump in without enough thought to the final results, either those we want or those we are likely to get. All of us are tempted at one time or another to do training based on instinct or feeling. Sometimes it works, but most of the time it does not.

Last year I was driving to a state park. I knew generally where I wanted to go so I didn't bother to check the map. As usual, I was a little bit late and didn't want to waste any time. I saw a sign and turned right; my instinct told me I was going in the proper direction. You can probably guess the rest. After about five miles, the road ended at the base of a mountain. No people, phones, or houses. So I had to turn around and come back.

I still didn't take the time to look at the map because it was so late by then. I went back to the highway and, of course, turned onto another wrong road. By then I was angry and frustrated. I turned around again and finally found the correct road. By the time I arrived at the park I was furious with myself. All that wasted time and annoyance because "It would take too much time to look at the map."

Sure, I arrived at my destination—the hard way.

It was difficult enough for me to accept my own mistakes. What would have happened if there had been passengers in the car with me?

I think I know. They would have been increasingly annoyed, and that would have bothered me more. Pretty soon they would have begun offering suggestions and eventually trying to take over, thinking their instinct would be better than mine.

We would have become angry with each other as well as at the situation. I probably would have become more rigid and they more upset. In short, that trip would have been no fun.

Some training sessions turn out like that trip. This chapter will help you as a trainer gain a skill which may avoid a bad trip, by helping you find out where you are going. However, it takes work and time.

The key to knowing is in setting Specific Objectives for the training. A set of Specific Objectives can be the map which shows your destination and how to get there. You and your passengers will then feel more secure.

Establishing Specific Objectives is a three step process:

1. Select Need

2. Determine General Objectives

3. Set Specific Objectives

Using this process will help you get to your destination more quickly and more directly. Like looking at a map, setting Objectives only *seems* to take too much time.

Selecting Needs

Training needs in CAAs are like children at a church picnic—they're all over the place. CAAs will always have training needs because part of their responsibility is to employ the less-experienced, those in need of training, as well as to develop and implement new community approaches and programs.

A CAA has a difficult job. It would be a little bit easier if members of the CAAs had the information they needed and the appropriate skills to use that information. That's how we as trainers can help. We can develop and implement training programs based on the needs for information and skill of the CAA. But which needs do we select? Do we pick the largest, the most important, the easiest to affect, or the one making the most noise? There are many solutions to this dilemma.

If I plan to have only one or two contacts with a CAA, I try to select a program which can be of most immediate help to them.

However, if I plan to have continual contact with the CAA staff, I'm less concerned about which need or problem I respond to first. I sometimes select the need which is most often mentioned. This helps to build my acceptance as one who is responsive to the staff's priority concerns. Sometimes it is more important just to get started—anywhere. As I select a training need, carry out training, and evaluate the training program, other training needs emerge, confidence in me as a trainer grows, and the trainees' willingness to work on more important and difficult problems becomes greater.

Often what you will define as needs are first seen as problems, by you and by the CAA. Problems and needs can sometimes be stated in almost identical terms, but you may find you have to translate a Problem into a Need. A member of a CAA may know he hurts and know where he hurts, but may not know how to say what ne needs.

Here is an example:

Problem: Community workers are frustrated because they aren't able to give people who need welfare adequate help or information.

Need: Community workers need to become familiar with the basic welfare laws and procedures.

Here are two suggestions for identifying problems and selecting training needs. The first one will assist you in quickly determining needs which are most often expressed and will facilitate your getting started training. The second method will give you a more complete, a more accurate list of needs and their relative priorities.

1. The Simple Survey

As a member of a CAA, you know some of the problems and needs of the CAA, the neighborhood workers, and other groups that have been organized by the CAA. One of the easier approaches in selecting needs is to list all the training needs you suspect exist in the CAA. Try to make this list complete. Really think about all the different groups and the information and skills they need. Use the Simple Survey Form for your list.

Next, get information from these groups and individuals as to how *they* perceive their own needs. There is a trap here. People are apt to talk about what other people need, not what they need. So listen to what they have to say about others, but also emphasize *their needs.* List these needs on the Simple Survey Form also.

You now have two lists. One is your perceptions of training needs and the other is the participant's perceptions of his own needs. While there will be similar items on both lists, they may be expressed differently. You can extract similar elements or problems and develop a third list of needs common to both original lists. These items will probably represent the areas in which training will receive the most acceptance. (This exercise can also help you with the Checklist for Determining Whether Training Should Be Done in Chapter 3.)

One caution—needs or problems listed in a Simple Survey often simply represent symptoms of a greater problem. For example, trainees may say they need more communication when the real problem is a high degree of competition or harmful gossip. My approach is to accept the need as stated. If it is a symptom of a bigger problem, this will become clear during the training and can become another area for training.

SIMPLE SURVEY FORM

Needs as seen by the trainer	Needs as seen by the trainees	Needs common to both lists

Behavioral Science Center

2. TNIPPING

The second method, TNIPPING, was devised by Robert Curry, Regional Training Officer, OEO Mid-Atlantic Region. Though perhaps more complicated than the Simple Survey, it is an effective means for defining the training needs of a particular group and its priorities.

TNIPPING
or
A Training Needs Identification Process

It sounds like a disease, but "TNIPPING" is merely the abbreviation for Training Needs Identification Process (TNIP).

Use it to find out what you, your staff, or your Board needs in the way of training. Groups of CAA Directors, of OEO Field Representatives, and of SEOO Staff have tried it. It works. And it has many side benefits too–try it.

The process is described below, with some warnings along the way. The process has four steps, and it's hard work. The leader asks the group to answer these four questions.

I. What do you do?

II. What should you do?

III. What are the differences (between I and II)?

IV. What do you do well? Not so well?

REMEMBER:

1. The TNIPPING process won't work unless the group is homogeneous–(all CAA Directors, all senior staff, all community workers, etc.)

2. The process identifies only those *areas* where people need help, not the specific kind of help that should be given.

3. The answers that the participants give are the only ones needed. You–the leader, the trainer, the boss–may think you have better answers, BUT in this case, the "customer is ALWAYS right."

START HERE:

1. WHAT DO YOU DO?

- Have each participant make his own list of SPECIFICALLY what he does (i.e., I answer phones, I write letters, I talk with the staff). If this is a problem have the participant think of one particular day and list what he did that day.

- Leader develops one composite list by asking each person to read one individual item from his list, one at a time, until every item on everyone's list is included.

- Leader helps the group GENERALIZE from the one list. They:

  (1) *look* for individual items that are alike;

  (2) *create* general categories that include all like items.

(For instance, a general category might be "formfilling" and a specific category would be "doing weekly reports.")

- Each participant then takes the list of general categories and ranks each category in priority. Number one is given to the category which requires most time; the highest number would be given to the category which requires least time. Be sure each category has a different number.)

- Leader makes a simple graph.

STEP 1: Total the number of general categories and number from one to that total across the top of the graph. Down the left-hand margin list in any order the general categories by name.

PRIORITIES

	1	2	3	4
Planting				
Harvesting				
Packaging				
Selling				

STEP 2: Leader makes sure all participants have listed the general categories in priority.

STEP 3: Next the leader graphs their priorities by asking participants:

- "How many gave planting as No. 1?" (He notes that number under No. 1 and beside planting.)

- "How many gave harvesting a No. 1?" (The leader should continue until all the number ones are listed, and then he should begin with the number twos, i.e.,

- "How many gave planting a No. 2?"

PURPOSE: Find a group priority by naming all the general categories under number one, then under number two, etc.

STEP 4: BE CERTAIN each person gave each general category a priority number.
STEP 5: When the graph is complete, the numbers in each horizontal and each vertical column should equal the number of participants, for example, for a group with 9 participants:

PRIORITIES

	1	2	3	4	TOTAL
Planting	3	2	1	3	9
Harvesting	4	0	5	0	9
Packaging	1	5	2	1	9
Selling	1	2	1	5	9
	9	9	9	9	

STEP 6: To calculate the priorities of the group as a whole, MULTIPLY all the items in the Second Priority column by 2, in the Third Priority column by 3, etc. (The First Priority column stays the same.)

PRIORITIES

	1	2	3	4	TOTAL
Planting	3x1=3	2x2=4	1x3=3	3x4=12	22=#3
Harvesting	4x1=4	0x2=0	5x3=15	0x4=0	19=#1
Packaging	1x1=1	5x2=10	2x3=6	1x4=4	21=#2
Selling	1x1=1	2x2=4	1x3=3	5x4=20	28=#4

STEP 7: List in order *beginning* with the *lowest* total and ending with the highest.

1. Harvesting
2. Packaging
3. Planting
4. Selling

You now know what the group does and how much time each task takes.

II. WHAT SHOULD YOU DO?

- Participants get their job descriptions and list the SPECIFIC tasks they *should* be doing.
- Leader combines all individual lists into one group list.
- Group creates general categories to include every individual item on the specific lists.
- Participants individually rank the general categories in priority, (i.e., the most important task I should be doing is No. 1, the second most important task is No. 2, etc.) REMEMBER: rank tasks according to *how important they are to your job, not how much time you spend doing them.*
- Graph as in Section I.

You now know what your job descriptions say you should be spending your time doing.

III. WHAT ARE THE DIFFERENCES?

- Group compares what they do to what they SHOULD do. For example:

This group is spending too much time harvesting and packaging, not to mention selling, which they shouldn't be doing, according to their job descriptions. They don't do any inventories or planning, which are both required.

- The leader makes one list which includes all the categories from both the DO and SHOULD DO lists. For example:

Harvesting
Packaging
Planting
Planning
Inventories

- Group negotiates between the DO and SHOULD DO to reach a consensus, a single list that everyone agrees to. Participants should COMPROMISE, NOT VOTE to get *one list* of priorities.

This list now is a more accurate description of your job because it includes both what you actually do and what your job description says you should do.

IV. WHAT DO YOU DO WELL? NOT SO WELL?

- Each participant takes the negotiated list and individually numbers the items in priority from "What I do well" to "What I don't do well."

- The leader graphs these priorities using the same methods as before.

  WARNING: Basically, the group is now involved in self-evaluation. This can be threatening. The purpose of TNIPPING is to make GROUP strengths and weaknesses come to the surface, NOT to assess individuals.

- After the group's priorities have been graphed, then the group should discuss:

  - How is the time you spend at each task related to your skill at doing it?

  - Among the low priority categories, which are important to your job? Which are not? Eliminate those which are not important.

  - Take the categories that are left and check those training can help. Those are your training needs.

  - To see how these training needs refer specifically to your job you can refer back to Sections I and II where you listed what you do and what you should do.

SOUNDS CONFUSING? IT'S NOT. LET'S REVIEW WHAT HAPPENS.

I. WHAT DO YOU DO?
   1. individual lists
   2. group list
   3. general categories
   4. individual priorities
   5. graph

II. WHAT SHOULD YOU DO?
   1. individual lists
   2. group lists
   3. general categories
   4. individual priorities
   5. graph

III. WHAT ARE THE DIFFERENCES?
   1. comparison
   2. negotiation into one list

IV. WHAT DO YOU DO WELL? NOT SO WELL?
   1. individual priorities
   2. graph
   3. indentification of training needs

WARNING: This process identifies *what* you need training in, *not* the *kind* of training needed. This second concern is rightly the responsibility of a professional trainer. He should be the one to determine what kind of training will give you the improved job performance that you want.

SIDE BENEFITS

This process will not only tell you your specific training needs, it will also point out:

- people's awareness of CAA-wide priorities;
- different priorities among the staff; and
- for CAA, Director and supervisors, what does the staff *actually* spend their time doing, what are *their* priorities?

After you have selected a training need, either by using the Simple Survey, TNIPPING, or some other method that works for you, it is time to determine General Objectives. It is important that the General Objectives flow directly from the selected need.

Determining General Objectives

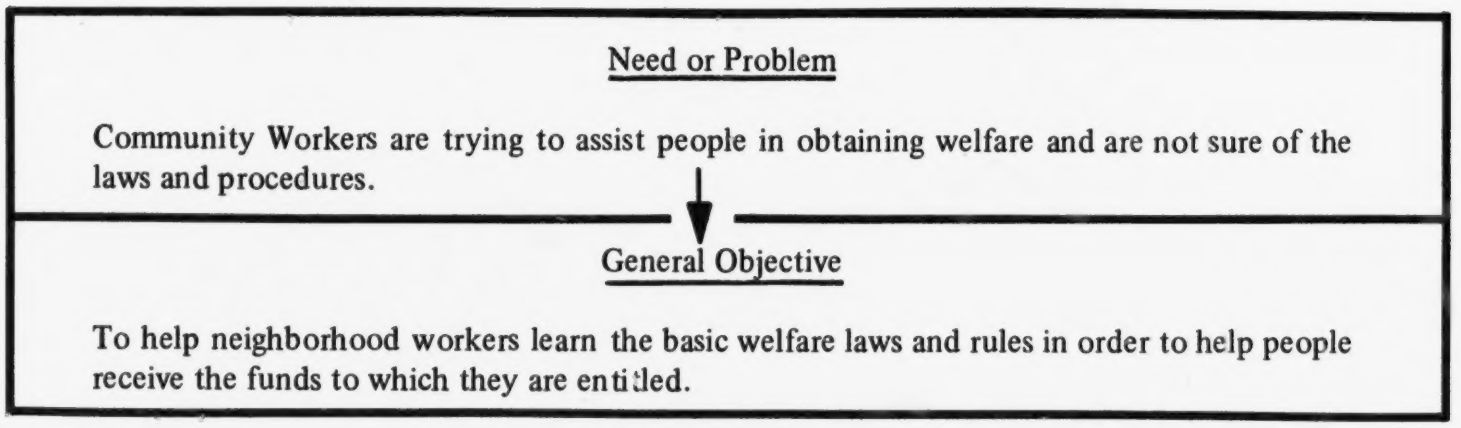
Pick up any school catalogue, training brochure, or newspaper advertisement for an educational institution, and you will have a statement of its General Objectives.

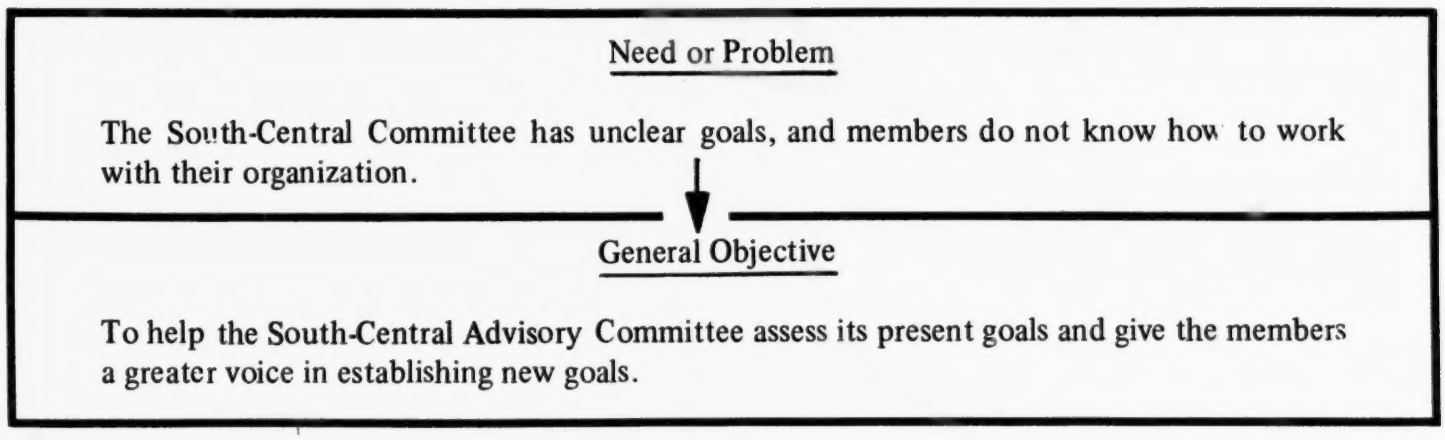
Here are two examples:

- to learn how to motivate others to become more effective in their efforts for social improvement and community organization
- to know the social resources of the community and how to use these resources to benefit the poor

General Objectives usually start with words like "to know," "to learn," "to understand." They identify and describe the general area of training and should sound very similar, in fact, to the statement of need.

Stating General Objectives is not difficult. Here are two examples of General Objectives that emanate from a need or problem.


Need or Problem
Community Workers are trying to assist people in obtaining welfare and are not sure of the laws and procedures.
General Objective
To help neighborhood workers learn the basic welfare laws and rules in order to help people receive the funds to which they are entitled.


Need or Problem
The South-Central Committee has unclear goals, and members do not know how to work with their organization.
General Objective
To help the South-Central Advisory Committee assess its present goals and give the members a greater voice in establishing new goals.

General Objectives have two primary characteristics. They (1) must relate to the need and (2) be descriptive of the training.

Setting Specific Objectives

Setting Specific Objectives is hard, challenging work, but these Objectives are extremely important. Remember, they help you to get quickly and directly to your training destination. At first, it may seem confusing, but don't worry. It will become clear. You may want to refer to this section fairly often in the future.

Setting Specific Objectives means:

A. Making the objective measurable.

B. Deciding the level of acceptable performance.

C. Deciding what restrictions will be present when the trainee performs the task.

A. Making the Objectives measurable (deciding what the trainee should be doing)

Since you should know where you are going and be able to tell when you have arrived, you have to state the Specific Objective in such a way that enables you to measure the results. By "measure," I mean that when the training is over, the behavior of the participants can be seen, heard, totalled, or observed. In order for you to measure a result, the trainee must *do* something. What he does is measurable, and you can determine from that whether the goal of training has been achieved.

Let's begin to test your understanding of Specific Objectives. First, we'll look back at a General Objective:

- to help neighborhood workers know the basic welfare laws and rules in order to help people receive the funds to which they are entitled.

Now, ask yourself these questions: How would I measure "knowing"? What does "knowing" look like? What does a trainee do that will help me measure "knowing"? If you cannot answer the the questions clearly and simply, then the objective is not measurable.

Let's take two more examples. Which of the following objectives can be measured?

- to develop an understanding of Welfare Laws.

- to state five conditions applicants must meet to be eligible for welfare assistance.

The second objective is the measurable one. You could ask a trainee to name or write five conditions applicants must meet to be eligible for welfare assistance, and you can measure his performance. This objective is suggesting a method of testing or evaluating.

The first objective is a good General Objective, but you cannot measure something as vague as "understanding".

Are you beginning to "understand"? I can't really measure your understanding, but you can test yourself. See whether you can select which of these goals is measurable.

1. To write an agency goal and identify which of the four characteristics of effective goal setting it includes.

2. To know the four characteristics of effective goal setting which are that goals must be specific, measurable, time-phased and relevant.

What was your answer this time?

- ☐ first is measurable
- ☐ second is measurable
- ☐ both are measurable
- ☐ neither is mesurable

O.K., now that you have decided. . .

The second objective might seem measurable; however, it is not. If you look at it again, you will notice it says to "*know* the four characteristics." Don't be fooled just because they were listed. *To know* is one of those terms which cannot be measured. The trainee is not *doing* anything. He is knowing. We had the same problem with the other set of examples. You can't measure understanding. So, while the second example is a good General Objective, it is not measurable.

The first example is measurable. A trainee can write a goal. And then he can identify (by stating, writing, checking, etc.) which of the four characteristics of effective goal setting are included. This is observable, and therefore can be measured.

The following lists may help. First is a list of words which are vague and generally not measurable. *They are appropriate for General Objectives.*

To know
To understand
To fully understand
To believe
To appreciate
To want
To be able to appreciate
To know relevant ways
To know how

The second list refers to specific behaviors which, of course, can be measured. *They are appropriate for Specific Objectives.*

To state
To write
To list
To solve
To identify
To gather
To compare
To name
To discuss
To role play

Not only are both lists important to a trainer; both are necessary!

Pretend that a patient goes to the dentist with a toothache and wants to get rid of the pain (Need). The dentist selects to pull a tooth (General Objective) but he pulls the wrong one!

The moral of this story is that the Specific Objective must follow directly from General Objectives. Otherwise, it could be a painful experience.

Need or Problem
↓
General Objectives
↓
Specific Objectives

Remember that to set Specific Objectives means:

A. Making the objective measurable. .

B. Deciding the level of acceptable performance.

C. Deciding what restrictions will be present when the trainee performs the task.

Now that you can identify objectives that are measurable, let's move on.

B. Deciding the level of acceptable performance (deciding how good a job a trainee will have to do)

Suppose that a trainee stated the conditions an applicant would have to satisfy in order to be eligible for welfare assistance, and the conditions were incorrect. The trainer would be able to measure the goal but would be dissatisfied with the results. The second element which must be included in a Specific Objective is, therefore, a statement of a *level of acceptable performance,* or how good a job a trainee will have to do.

Clearly, you as a trainer would not be satisfied with a trainee who incorrectly stated all five eligibility rules for welfare. Would you be satisfied with three right? Four? Or would the trainee have to get all five right? We are now considering levels of acceptable performance.

Deciding how good a job a trainer will have to do in a Specific Objective simply means stating the level of acceptable performance. For example, a community worker must be able to *complete a report form with no more than one mistake. One typing error per page* will be an acceptable performance.

Do you understand? Let's find out.

Here are five examples of Specific Objectives which flow from General Objectives. Place a (✓) next to those that are (1) measurable and (2) state levels of acceptable performance. Place an (X) next to those that do not meet the above criteria. You are to complete this task and have all your answers identical to those on page 28.

1. General Objectives	To know some of the rights of the poor in the CAA.
Specific Objectives	Name 10 of 14 rights of the poor as stated in OEO instructions.

2. General Objectives	To be able to make relevant CAA plans which reflect the needs of the community.
Specific Objectives	To take a specific method of planning designed for use in the CAA and understand how to use it in four situations.

3. General Objectives	To learn how to complete weekly reports.
Specific Objectives	To complete two practice weekly report forms with no more than one error in each.

4. General Objectives	To gain skill in helping groups work well together.
Specific Objectives	To identify in a discussion group all five different styles of leadership and give reaction to their effects,

5. General Objectives	To help trainees learn how to recognize whether a Specific Objective contains information as to the level of acceptable performance.
Specific Objectives	The trainee will be able to identify which of five Specific Objectives contains measurable and stated levels of acceptable performance. The trainee must get all five correct.

I'm sure you don't need them, but here are the answers, just in case.

1. ☑
2. ☒
3. ☑
4. ☑
5. ☑

Do you see why (2) did not meet the criteria for a Specific Objective? The words "take" and "understand" are vague and do not refer to specific, measurable behavior. Now on to the third and final condition.

C. Deciding what restrictions will be present when the trainee performs the task.

You just took a review test. I didn't say so, but I expected you to take the test without looking at the answers. That is an example of a restriction. What about the rest of the manual? Were you allowed to refer to it? Yes, but again I didn't say so.

For my instructions to have met all three conditions, they should have been written like this:

> Here are five examples of Specific Objectives. Place a (✓) next to those that are (1) measurable and (2) state levels of acceptable performance. Place an (X) next to those that do not meet the above criteria. You are to complete this task and have all your answers identical to those on the following page. You are expected to complete this test in five minutes and may refer to the manual with exception of the page on which the answers are listed.

Here are two more examples written so they meet all three conditions: are *measurable,* state the *level of acceptable performance,* and *state the restrictions for performing the task.*

- At the end of a two-hour training session, a trainee will be able to name 10 of 14 rights of the poor as stated in OEO instructions without referring to OEO guides.

- The trainee will complete two practice weekly report forms with no more than one error in each. He may use the instruction sheets supplied by the CAA and must fill out the form without consulting another trainee or the trainer.

Naming restrictions that will be present is really just stating some limitations. One more example. At the beginning of this chapter I listed the Specific Objective for the chapter. It was to select from a list of objectives those that meet the three criteria listed in this chapter.

Before we continue, let's rewrite that Specific Objective to reflect the content of this chapter:

Upon completion of Chapter 4, the reader will be able to select, from a list of six Specific Objectives, those that meet the criteria of being *measurable,* that *state conditions for level of acceptable performance,* and that state the *restrictions under which the task must be performed.* The reader may refer to any part of this book with the exception of the page on which the answers are printed. An acceptable level of performance will be five correct answers out of six. The exercise must be completed in ten minutes.

1. ☐ Trainees will put in order a sample list of potential welfare contacts so that visits can be made and so that a minimum of travel is necessary. Acceptable performance will be if two selected co-workers report agreement on the efficiency of ordering. The task must be completed without the help of any other person within 30 minutes.

2. ☐ A trainee will be able to recall the publicized service of one of the following agencies: the health department, welfare department, social security, and school system in his community. Level of acceptable performance will be met if a staff member of the agency whose services are being recalled signifies that the trainee has correctly mentioned the publicized services.

3. ☐ Trainees will use sources of financial and technical assistance and teach others to appreciate their effectiveness. Level of acceptable performance is the correct listing of five sources of assistance.

4. ☐ Members of a Neighborhood Advisory Council will be able to review sections of the CAP 81 to determine which of the objectives stated are specific and measurable as determined by OEO Regional or National offices after a two-hour block of instruction. The review may take place in small discussion groups.

5. ☐ After a two-hour training session, the trainee will state the economic and social reasons for establishing a buyer's club. This will be done in pairs, and the level of acceptable performance will be if the communicator mentions three economic reasons and three social reasons for establishing the club. Each person will be limited to ten minutes.

6. ☐ Advisory Council members should be able to write or state five projects for which they could request incentive grants funding. The majority of the membership present must agree.

1. ☑
2. ☑
3. ☒
4. ☑
5. ☑
6. ☑

If you got at least 5 out of 6 correct, please continue reading. Otherwise, stop for a moment. I must have miscommunicated somewhere. Here is where I need your help. If you review this chapter perhaps you can find where the miscommunication took place. It's probably worth a try.

You now know how to:

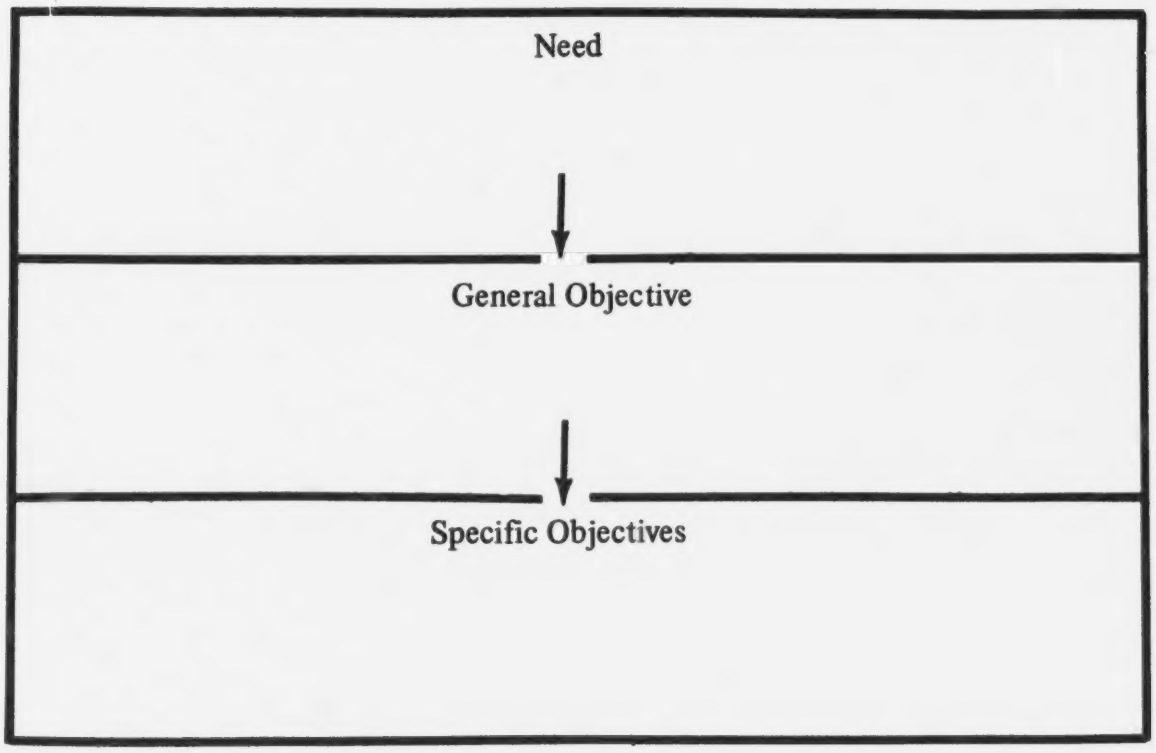
- identify Need or Problem
- establish General Objectives
- set Specific Objectives.

Here is a suggestion to help you keep your training painless: Setting Specific Objectives is vital to designers of a training session, but Specific Objectives are not created out of the air. They follow from General Objectives and from Needs. All three steps–Needs, General Objectives, and Specific Objectives–are necessary.

There is a form on Page 31 which will help you in the first stage of designing a training program. You might want to test its usefulness right now. Either alone or with another person using the form, state a need in your agency. (If you need help, see Chapter 3.) Then write a General Objective. Check to see that the General Objectives will affect the Need. Now write a Specific Objective which will affect the General Objective.

All trainees, regardless of their experience, should test a Specific Objective against the three criteria. A Specific Objective can usually be improved. This is important. Take the time to test the Specific Objective and improve it.

SPECIFIC OBJECTIVE FORM



Do these Specific Objectives	YES	NO
State Measurable goals	☐	☐
State Levels of acceptable performance	☐	☐
State conditions for accomplishing this task	☐	☐

Rewrite and improve Specific Objectives

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When you have completed your plan, test it with someone who understands this part of the training process. This could be a fellow worker, a supervisor, a person from the Regional or National office, or an outside consultant.

Even though setting the Specific Objective is difficult, it will become easier as you gain more experience. A good measurable Specific Objective is one of the most effective tools a trainer can have.

CHAPTER 5

DESIGNING THE TRAINING PROGRAM

General Objective	To learn how to design a training program which will be relevant, participative, and increase the willingness of the trainee to learn.
Specific Objective	To design a training program which includes: 1. Establishing a learning atmosphere 2. Achieving participants' agreement on the goals 3. Planning activities which will meet the goals 4. Evaluating the training session

You can now set Specific Objectives. You know where you are going, and you and your passengers are confident that you know the most direct route to your destination.

The next question is, "Who's in charge here, me or my passengers?" We are probably inclined to answer, "The driver, naturally." But let's look at that question more closely.

You and they have agreed on the General Objective–where you want to go. You have also agreed upon specific stops along the way that you mutually wish to visit. You've probably also agreed upon a tentative schedule. But then do you, as driver, assume total responsibility for the trip just because you happen to be behind the wheel?

If so, you are making a lot of assumptions about your position as driver and about your passengers. For example, you are assuming that only the driver can interpret the maps, read the signs, and make decisions about where to turn and that the passengers don't want to take any responsibility for the success of the trip. We've all been with drivers like that, and they communicate their assumptions to their passengers.

Some drivers make different assumptions about themselves and their traveling companions. They assume passengers want to be involved, have the resources to help, and in some instances are in a better position to take responsibility than the driver for reading maps and seeing roadsigns. Such drivers might also assume that some of the passengers would enjoy driving for part of the trip.

Teachers and trainers make similarly contrasting assumptions. Most of us were taught as children by teachers who assumed that, because they were behind the wheel, they had responsibility for the whole trip. We were expected, as passengers, to sit back passively and be taken. If we were lucky, we might have experienced that rare teacher who held a different set of assumptions and encouraged us, even as children, to share responsibility for our own learning.

In teaching or training adults, we must remember to treat them as adults. We should assume that they do want to take responsibility, perhaps pretty heavy responsibility. They may even want to drive from time to time.

Let me describe a training method which is founded on a theory of adult learning, based on the assumptions of the driver who wants to share responsibility for the trip with his passengers. It is a four-step process.

1. Establish a learning atmosphere

2. Achieve participants' agreement on the goals

3. Plan activities which will meet the objectives

4. Evaluate the training session

All four steps are important in any training program. If any are missing or inadequately done, your feelings of dissatisfaction and your trainees' increase greatly. Let's examine each step.

Establishing a Learning Atmosphere

Since most people see themselves as more independent, knowledgeable, and skilled than they were as children, the atmosphere must help trainees feel more independent and more able to participate and contribute.

The atmosphere set at the beginning of a training session will greatly influence the ways people work and learn together. If the atmosphere is rigid, structured, and not much fun, trainees will be reluctant to participate. If the climate is supportive, open, and interesting, they will be more likely to contribute.

A learning climate can be set in many ways. This manual contains several suggestions. Your own experience is probably the most useful in building your own style and techniques for establishing a good climate for learning. For example, if you are a parent, you know how to get children to talk and be enthusiastic–by getting involved in their world and letting them tell you, teach you, about it. Use these same ideas and skills in your training sessions to establish an atmosphere conducive to learning.

If you have ever attended a party of total strangers, you know the kinds of feelings a person will have when he begins a training experience in a group made up of staff from other CAAs. And, if you also didn't know the host at the party, you can imagine how trainees will feel toward you at the start of training. Be aware of these feelings.

Equally important are the feelings, attitudes, and behavior of the trainer. If he is uncomfortable, this will be communicated and will influence the climate.

Here are some goals in establishing a good learning climate:

- involve those who do not know each other
- create an "ice-breaker"
- help people feel freer to participate
- begin to build a group
- share information
- help people feel "at home"
- create a "learning-is-fun" attitude
- help a trainee feel comfortable with the trainer
- help the trainer feel more comfortable with the trainee

The trick is not in knowing the goals, but in accomplishing them. For example, when a meeting begins with a coffee break, people usually form small groups with other people they know. Therefore, this is not an effective way to involve those who do not know each other.

Below are three lists of suggestions you might want to use with groups, but don't limit yourself to them. Adjust or change them. Be comfortable. Remember, if the trainer really wishes he were doing

something else, this will be communicated to the group. If the trainer feels involved and behaves that way, the group will sense it. Frankness by the trainer about his feelings and his hopes for the learning experience will contribute greatly to establishing an open and honest learning climate in which the trainees can share responsibility with the trainer.

1. For groups of people who are strangers to each other

- Have each person introduce and tell about himself.
- Have each person introduce himself and tell some of the reasons that he is at this training session.
- Have people talk about their jobs, then about themselves, their interests, their feelings, without mentioning job or work.
- Have people interview each other in pairs and then have each person introduce the other to the total group.

(This type of atmosphere-setting experience is also helpful for staffs that do not know each other well.)

2. For groups that know one another or work together in the same office

- Have each person talk about something outside of work which is important to him.
- Have each person share something about himself, his family, or his interests that is not generally known to others in this group.
- Have each person share an issue or thought around the general subject of the training.
- Have each person, including the trainer, share his feelings about being at this session.

3. If the trainer is not well-known to the group

- Have the participants, in groups of four, develop two questions they would like to ask the trainer. The trainer should then openly answer them.
- Have the participants share their expectations for the session. The trainer can then share his expectations.

Establishing a good atmosphere for learning is critical to good training; yet it is easy to overlook or short-cut it. People coming to training sessions tend to be very time-conscious and wish to start immediately. Most come with a "tell me" attitude and want you, as the expert, to begin telling them immediately. This attitude sometimes diverts trainers from the work of setting a good learning climate. An example of this is the "name, rank, and serial number" introduction which often opens meetings and conferences. It is done half-heartedly and too quickly for anyone to really learn anything about anyone else, but it is done so that we can get down to the "real work" of the meeting. In training this can be a serious mistake.

In my experience as a trainer, every time I have evaluated my training of a group and come up with mediocre (or worse) results, I find that in my review of the design or delivery of my training, I failed to spend enough time establishing the learning climate. There were all sorts of good reasons at the time to short-cut the climate-setting–my plane was late and so we started late, the trainees were extremely anxious to "get on with it," or the group members knew one another so well there was no need to take the time. Every time I have made such a decision, I have regretted it.

The most important elements of establishing a good climate for learning are:

1. take enough time

2. be aware that the ways the trainer shows he is open and comfortable are as important as the methods he uses

3. get trainees involved in the process as quickly as possible

Achieving Goal Agreement

In OEO we deliberately involve community people in planning so that they will be more willing to carry on and complete the tasks. It is a basic principle that *people will be more willing to work on tasks if they are part of the planning and involved in the decision-making.* This principle for involvement is just as true in training sessions as in day-to-day work. Trainees will be more willing to carry on the task of learning if they are involved in the decision-making and planning.

So the second step of designing a training program is to let people decide together on the content of the training. As with the setting of a learning climate, it is easy to underestimate the importance of goal agreement. If you don't achieve general goal agreement early in the session, training will be difficult. Sometimes the trainer can get general agreement in advance while he is assessing need. Sometimes this happens, or begins to happen, during a climate-setting exercise, or when there is a mutual selection of needs. Then the problem of getting goal agreement simply involves his reminding the trainees of their decision and checking to see if the agreement still holds.

At other times, the trainer can get goal agreement at the time of training. If he chooses this method, he must be careful that (1) he doesn't force his own goals on the group and (2) he has the skill and resources to respond to their requests.

Here are two sets of suggestions on ways the trainer can obtain goal agreement.

1. If the trainer got general agreement while initially selecting needs

- Have trainees discuss in small groups their previous decision to have training and how it now affects their work.

- Tell trainees about the previous need assessment discussions and how you are responding to their requests.

- Tell trainees about the general area of training and ask them to give some current examples of why it is still needed.

- Remind trainees of the subject they had selected. Ask them to form small groups and determine if it is still needed. (If they decide that it is no longer needed, then the trainer can do another need assessment.)

2. If little or no goal agreement was achieved during the assessment

- Tell trainees what subjects you have planned, ask them to form small groups to discuss the subjects, and see if it is an area of training they could find useful.

- Do a quick need assessment by asking them some of their problems. Select those that most closely relate to the planned training session. Then explain that future sessions can deal with some of the other needs.

- Design a climate-setting exercise which involves getting people to talk about what they want to learn from the training.

The simple act of stating a learning goal has been demonstrated by research to exert a powerful influence on learning. When we were children, the goals of the learning situation were usually selected by the teachers. Sometimes we decided to reach them, and often we did not. As adults we choose educational and training situations with our own objectives in mind. It is important that these objectives be stated.

It is also important that this goal agreement be as clear and specific as possible. If I, as a trainer, think that the goal is to help you learn the basic accounting system used by the CAA, and if you, as a trainee, think the goal is for me to help you become an accountant, we are in for a rough time together unless we get that straightened out early.

Another way to think of it is that people have a difficult, if not impossible, task reaching a learning goal if it is not clear to them from the beginning what that learning goal is.

Plan for Achieving Specific Objectives

After you have set a learning climate and have achieved goal agreement, it is next necessary to form a plan for achieving the Specific Objectives. And, when you have a clearly written Specific Objective, the plan for helping trainees learn becomes more apparent. For example, if your Specific Objective was to have trainees name 10 of the 14 rights of the poor as stated in the OEO instructions, you could

- Give a lecture on the rights of the poor

- Have trainees read about the rights and discuss them as they affect their community

- Ask the trainees about the rights of the poor and build the list from the knowledge of the group.

- Prepare some short cases which illustrate the rights and ask the trainees to discuss them

- Ask for real cases and illustrate the rights from the trainees' actual experience

Any of these would work. Which ones you might select or develop would depend largely on your experience and your knowledge of the trainees.

In other words, once you are clear on a Specific Objective, you can determine a design to help trainees achieve this objective. With so many options, which ones would you select? Here is a way of deciding.

To make your training sessions as effective as possible choose the method which best meets these five criteria and is most likely to:

1. Achieve the Specific Objective

2. Maximize the trainee's feeling of being self-directed

3. Utilize the trainee's information and skills

4. Help trainees learn through experience

5. Offer opportunity for active involvement

Here are some other examples of training designs developed from Specific Objectives. I thought you would be interested in these examples because they were developed by CAA trainers in Kentucky who participated in training of trainers programs.

Example One

Specific Objective	CAA board members will be able to identify (list) five ways they can assist the CAA

DESIGN

1. Have Board members discuss their needs and problems as board members.

2. List needs and problems on newsprint or blackboard.

3. Give an illustrated lecture on the role of the Board members in relation to the needs they listed.

4. Have Board members discuss in small groups how they in their roles, can best help the CAA.

Example Two

Specific Objective	To train six service workers and six community food demonstrators to be able to list at least five uses of the Emergency Food and medical money by the end of the day's workshop.

DESIGN

1. Have members of the total group discuss some of the problems they have faced in working with the Emergency Food program in the past six months.

2. In small groups have them answer the question, "If there were no other restrictions on money from the central office except to spend it in the areas of nutrition and medical aid, how would you spend it to realize the maximum benefit for the poor?"

3. Have each group report its discussions.

4. Divide the reports into two lists: Those suggestions that are possible under the guidelines and those that are not.

I'm sure you understand, but here is another opportunity for you to check. Following is a Specific Objective for which you should write three possible training designs. Later on, you can compare them with my suggestions.

Specific Objective	After a two-hour training session, the trainees will be able to give three economic and three social reasons for establishing a buyers club. Each person will be limited to 10 minutes.

List your three designs here. WAIT, DON'T TURN THE PAGE. Try it. The designs don't have to be perfect, so put down some ideas. You may be surprised at how much you know.

DESIGN 1.

DESIGN 2.

DESIGN 3.

I don't want you to think that my designs are right and yours are wrong. My guess is that the three you wrote are probably right for you and the groups you know. The ones I have written will probably work for me.

Here are my possible designs:

Specific Objective	After a two-hour training session, the trainees will be able to give three economic and three social reasons for establishing a buyers club. Each person will be limited to 10 minutes.

SIX POSSIBLE DESIGNS

1. Hold a discussion on a buyers club and the economic and social reasons for its existence.

2. Survey the group for the buying problems the members have and discuss ways in which a buyers club could affect these problems.

3. Show a film describing a buyers club and its economic and social advantages. A discussion of the local need could follow.

4. Have short role plays in which a trainee tries to convince a group of the economic and social value of a buyers club.

5. Bring in representatives of a successful buyers club to talk and answer questions.

6. Briefly describe a buyers club. Then ask trainees in small groups to (1) share their reactions (2) think of all the problems and difficulties they would have in organizing a buyers club in the area and, (3) brainstorm all the advantages of having a buyers club.

With what you have learned about your training ability and what you have learned about the trainer, which of my design suggestions is most likely to meet the five criteria:

1. Achieve the Specific Objective

2. Maximize the trainees' feelings of being self-directed

3. Utilize the trainees' information and skills

4. Help trainees learn through experience

5. Offer opportunity for active involvement.

Now you should be able to select the most appropriate design. I've just reviewed my list and selected number 6. Do you agree? Now examine your own designs in terms of the five criteria.
After you design ways of achieving your Specific Objectives, the next step is evaluating the training session.

Evaluation

Every training session should be evaluated!
You know that. All trainers know that. Yet many training sessions are never evaluated, assessed, or systematically reviewed.
Many reasons are given for not evaluating a specific training session. Some that I've heard are:

- not enough time
- learning was too vague
- people wanted to leave
- everyone knew it was good (awful)
- it would have raised too many new issues
- we evaluated all along
- we talked about it informally

The list seems to contain excuses rather than thoughtful reasons. If the trainer really believes training should be evaluated, why doesn't he evaluate instead of making up excuses?

Let's first look at whether you as a trainer really believe training should be evaluated.
Suppose a training session was not seen as successful by the trainers. Which of the following statements would best describe your thoughts?

- Be careful. Better not do an evaluation of this one. If it is criticized, it may be harder for me to continue training in this CAA or with this group. The shortcomings were not my fault, but I might be blamed.

- This is a tough one, but I'll evalute as planned. Perhaps I'll get some additional information as to why it was less successful. Hope my supervisor will understand.

If you selected the first statement, you should review Chapter 2, in which I refer to attitudes commonly held by successful trainers. Look at the list again. If you found your attitudes were in conflict with those of successful trainers, you will probably have difficulty in conducting training at this time. Perhaps you should look further into the role and attitudes of the trainer before you attempt training.

If you chose the second statement, you probably do believe training sessions should be evaluated. Just a word of caution: It's easier to make that decision while reading this manual than it is during training!

There are probably two reasons that evaluations do not take place.
The first one is that the trainer does not really value evaluation, is afraid of it, and does not really believe it can help people learn. The second reason is that the trainer lacks information as to the purposes of evaluation and the ways to go about it. The next part of this chapter will give some of the reasons for evaluation and will suggest some methods you can use to evaluate your training.

Two purposes for evaluating a training session are (1) to increase the learning of trainees, and (2) to improve yourself as a trainer.

Any evaluation will affect both purposes; however, as a trainer you will have to decide which is your primary purpose and then use the appropriate tools to emphasize that purpose. Let's examine each purpose separately.

1. Evaluation to Increase the Learning of Trainees

Evaluation is one of the most important tools a trainer has to assist trainees in continuing their learning. In Chapter 4, when you tested your ability to recognize Specific Objectives, that was an evaluation. Look back at that experience.

Did you learn anything from it? Perhaps you learned that you were unable to recognize Specific Objectives and then re-read parts of the chapter. Perhaps you learned that you could recognize Specific Objectives. Confirmation like that is important. It will increase your confidence.

Evaluation can help trainees in these ways:

- as a test and review of the learnings
- to help trainees summarize and generalize what they have learned and apply it to other situations.

Now, how about some suggestions as to methods of evaluation. Let's take the examples we used in the previous section.

Specific Objective	Six service workers and six community food demonstrators will be able to list at least five uses of emergency food and medical money.

The method for testing that seems obvious. It is:

- To ask the service workers to write (either individually or in teams of two) as many uses as they can of the Emergency Food and medical money which are possible under the guidelines. If they list five or more, then they have achieved the Specific Objective and the level of acceptable performance.

Specific Objective	After a two-hour training session, the trainee will be able to give three economic and three political reasons for establishing a buyers club. Each person will be limited to 10 minutes.

Again, the method of evaluation seems apparent.

- Have trainees form groups of three. In each group, two people will discuss buyers clubs. The third person will listen to the discussion and list both the economic and the political reasons given by each person.

or

- Have individuals write the economic and political reasons for establishing a buyers club. Have each one share his reasons (This could also serve as a review.)

I'm sure that evaluation to help trainees test and review their learnings is clearer to you. So let's look at a couple of suggestions helping trainees solidify their learnings and apply them to their work situation.

- Ask trainees to select the most important thing they learned during the training session and discuss how it could affect their work.

- Ask trainees to discuss three ways they could use what they learned in the training during the next two weeks of work. This discussion can help trainees clarify their own ideas and get some new ideas from each other.

- Ask trainees to give their reaction to the training situation and how it would affect their future work.

Does it sound simple? Evaluation does not have to be complicated or difficult especially when it is used as a way to increase the trainees' learning.

However, trainees are not the only ones who need to learn from training sessions. Trainers also have that need.

2. Evaluating to improve yourself as a trainer

When you present a training program, you are helping others learn. However, the training program is also the most important opportunity for you to increase your skills. If you really value learning, then you will value it for yourself as well as for others. If you use training sessions to improve your learning and skill, you will be using a powerful tool by teaching through your own example, demonstrating the very attitude you hope trainees will develop.

Training is the kind of activity which is so challenging and demanding that the best trainers must constantly look for opportunities to improve their skills. Books, fellow trainers, and training experiences are the best resources.

Here are some suggestions you might use to evaluate the training program for the major purpose of improving yourself as a trainer.

- Check the atmosphere of the training. Is it open and friendly? Are people participating freely and with enthusiasm? Or is it stiff and cold, with people reluctant to participate?

- Check the non-verbal reactions of trainees. Are they listening? Do they look involved? Are they looking bored, tired? How stimulated do they seem?

- Find out what trainees feel or think. During the training, ask questions such as: "Is this training appropriate for you?" "How can you use what you have learned here in your job?" "What could we do in this training that would be more useful?"

- Work with a co-trainer and feed back to each other reactions to the training and to each other as trainers.

- Get feedback directly from the trainees. This is difficult and works best when the atmosphere is open and honest.

- When the training session is over, use a written evaluation including such questions as:

  What was the most useful part of the training program?

  What was the least useful part of the training program?

  What were some of the things you learned?

  What did the trainer do that was most helpful?

  What did the trainer do that was least helpful?

  My general reactions to the trainer were:

  I want to tell the trainer that:

These suggestions can help you evaluate training for your own development. However, the suggestions will work only if you really want the information. Trainees can almost always sense whether the trainer is being honest. You have to use the feedback honestly and receive the information in an atmosphere which is open and non-punishing.

Let's try to put all of this together. In Chapter 4, we emphasized three things.

Problem or Need
↓
General Objectives
↓
Specific Objectives

In this chapter we added methods to help you achieve the Specific Objectives which were

1. Establishing a learning atmosphere

2. Achieving agreement

3. Designing to meet the objectives

4. Evaluation of training

On the following pages there are forms which you could use in designing a training program. They can serve as:

- a checklist
- a reminder of what has to be done
- a planning tool
- notes you can refer to during the training
- a record of the training
- a report form to your CAA or to OEO
- a security blanket during the training.

Some trainers have found these forms quite helpful.

I want to share two training designs with you which were deveopled by CAA trainers using this design form. They are on the following two pages.

Specific Objective	Given a typical operational problem, CAA Board members will be able to identify the aspects of the problem which are policy issues for the Board and those which are procedural issues for the agency administrator.	
DESIGN		
TIME		HOW
15 min.	Establish a Learning Climate	1. Board members introduce themselves and tell about a CAA experience that was important and meaningful to them.
15 min.	Goal Agreement	2. Trainer tells about a need assessment where policy and administrative responsibilities were confused. 3. Trainer checks to see if the confusion still exists and if the training goals are supported.
90 min.	Plan for Achieving the Specific Objectives	4. Give Board members a short multiple choice questionnaire on policies and administrative procedures. 5. Group brainstorm examples of policies and administrative procedures. Record on newsprint or blackboard. 6. Lecture or discussion on what is a policy and what is a procedure. 7. Group discusses first brainstorm using the information from the lecture-discussion. 8. General discussion and answer questions.
20 min.	Evaluation	9. Give another multiple-choice questionnaire and have them compare their results with the first questionnaire. 10. Have Board members discuss differences in the ways they act in the CAA as a result of this training.

Specific Objective	To train 20 CAG people and mothers of HeadStart children to write job descriptions for four specific HeadStart jobs, according to a prepared form.	
DESIGN		
TIME		HOW
15 min.	Establish a Learning Climate	1. Each member introduces himself and tells something about his interests and relation to HeadStart.
15 min.	Goal Agreement	2. Trainer explains that this is your HeadStart program and you will be responsible, etc. 3. Trainer discusses goal of the training. 4. Trainees talk about their needs and interests with reference to the goal.
90 min.	Plan for Achieving the Specific Objectives	5. Four groups of five people talk about one of the HeadStart jobs. 6. Each group lists the specific responsibilities of the person who would have the job. 7. Each group writes the responsibilities they determined on a simple job description form. 8. Each job description is shared with the total group to get the reactions of others.
15 min.	Evaluation	Trainees respond to two questions: 9. What was the most useful part of the training? 10. How could they use this training in the HeadStart program?

My Specific Objectives for this chapter were to enable you to design a training program which includes:

1. Establishing a learning climate;

2. Achieving participants' agreement on the goals

3. Planning activities which will meet the goals

4. Evaluation of the training session.

Here is a chance for you to test whether we have achieved them. On the next page you will find a blank training design. To fill it out, you may wish to take the Specific Objectives you developed in the last chapter.

Now, using the information from Chapter 5 and the information you have about the people who are coming to the training, fill out the training design form. You may use this manual, including the examples of each step in a training design. You may wish to check your work by referring to the manual, by conferring with a fellow worker, an OEO Regional or National officer, or an outside consultant.

PROGRAM DESIGN FORM

Specific Objective		
TIME	DESIGN	HOW
	Establish a Learning Climate	
	Goal Agreement	
	Plan for Achieving the Specific Objectives	
	Evaluation	

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CHAPTER 6

TRAINING METHODS

In writing this chapter I had two alternatives. One was to discuss three or four training methods in great detail. The other was to deal more briefly with a greater number of methods. I decided the second would be more helpful.

This chapter contains descriptions of thirteen methods and suggestions for when each might be used.

When selecting a method, the trainer must keep in mind the training objectives and choose the method most likely to achieve these objectives. This choice is not always easy. I have tried to divide the methods into three basic categories–those which will:

A. Increase the trainees' knowledge or information

B. Increase trainees' job or personal skills

C. Assist trainees in gaining greater understanding of themselves and others

The goal for a particular training event will help determine the most relevant category.

A. Increasing Trainees' Knowledge or Information

Question the expert

In this method, trainees ask questions, either in writing or through a chosen spokesman, of a person who is expected to have the answers.

This method can be modified in many ways. One of my favorite versions will serve as an example of what can be done.

(1) Let 15-30 trainees form small groups of 4-6 and list their questions.

(2) Have them check the two or three questions they feel are most important.

(3) Each small group then shares its questions with the other groups and compiles a joint list of about ten questions.

(4) Next, each small group uses its resources to respond to each question and shares its answers with the total group. (Trainees are usually surprised at how much they know.)

(5) Finally, the expert is asked for any information not provided by the trainees.

The major advantage of this method is that it reveals and uses trainees' own resources first. The expert needs only to fill in gaps, not cover what is already know within the group.

Shared Information

In many OEO agencies I have visited, there is a great need for some opportunity in which information and experiences can be shared and made available to the total group.

The Shared Information Method provides a chance for group members to gain specific information from one another. Here is an example of how this method can be used:

(1) Five to ten staff members meet together and discuss their major problems.

(2) Two or three common problems are identified.

(3) Each individual discusses each problem and his experiences related to it, both successful and unsuccessful.

(4) The group members then ask each other questions and continue the sharing process, or get consultant help for their specific problems.

Presenting Information through Lectures, Panels, Films, and other Media

These methods of conveying information are the most commonly used, and I've noticed that trainers tend to have a peculiarly fixed response to them. Either they use them all the time ("we have to give them something"), or not at all ("people don't want to listen to a boring lecture"). I believe these methods can be valuable, depending on when and how they are used.

Lectures are neither good nor bad. They can be interesting or boring. This is also true of panels, slides and films. The independence and the interests of the trainees will help determine whether these means for presenting information are of value to the trainees. For example, if the trainees can influence or even select the subject to be dealt with, if they can get new information in a language they can understand, and if they have an opportunity to question, discuss, and respond, their learning will be greater and less painful.

(Remember Dr. McClelland's "What is Training?" One of the keys to successful training is for the trainer to use methods which respond to trainee needs rather than the methods which tell the trainee what he ought to learn.)

Reading and Sharing

We often overlook the importance of reading in training sessions. Reading is a good way to get information, sometimes the best way. For example, if you want to teach a trainee how to interpret the OEO mission statement, you could ask him to read it, react to it, and then discuss it. Rather than your feeding him information, he has had to read and digest it for himself. He has learned more this way.

Sometimes it is a good idea to have trainees read materials in advance of the training session. However, this often does not get done, especially in the case of longer readings. If the reading is short, you can take time during training. In this way, you make sure that everyone has an opportunity to read, and the trainees are able to discuss the readings while still fresh in their minds.

Trips or Visits

Another valuable method of training which is often overlooked is to visit other agencies and programs, especially those of different ethnic groups. Discussions beforehand, so that the trainees understand why they are going and what to look for, increase the value of such trips. Post-trip discussions further encourage trainees to apply what they have just seen to their own job and situation.

Interviews

One of the best ways to learn is to ask questions. A good trainer will encourage his trainees to ask questions, of him and of others. If a group of trainees wants to know about the services of a social agency, they could invite someone from that agency for an interview. Here is a suggested design for such a program:

(1) The trainees select two representatives to interview the agency director.

(2) The trainees discuss what they want to know and formulate some questions.

(3) The agency director is interviewed by the chosen representatives in front of the trainee group. (This is sometimes referred to as a fishbowl.)

(4) After the questioning, the representatives return to the trainee group for further instructions.

(5) The fishbowl begins again, perhaps with new representatives asking questions, and the interview continues.

(6) At the end of the interview, the complete group, including the agency director, evaluates the experience.

B. Increase Job and Personal Skills

Practice exercises

To help a trainee learn new skills, a trainer can suggest practice exercises. These might include interviews, report-writing, practice in writing Specific Objectives, or practice in working together in committees. All of these exercises could give the trainee valuable experience and help him to sharpen his skills.

It is important to consider the following steps in skill practice:

(1) Identify the skill to be developed as specifically as possible.

(2) Practice the skill within a supportive atmosphere.

(3) Evaluate performance and get feedback.

(4) *Repractice.*

(5) Evaluate and get feedback again.

Here is an example of a practice exercise following these steps.

(1) On the basis of the Need Assessment, trainees want to increase their skills in planning daily activities.

(2) They receive information on some methods of planning.

(3) They make practice plans for a typical day.

(4) They share their plans and evaluate them against the planning methods information.

(5) The trainees *repractice* by planning tomorrow's activities.

(6) Finally, they re-evaluate the plans.

Demonstration

One way to increase the trainees' skill is to demonstrate, or show them how. Demonstrating a procedure is often better than describing or talking about it.

Demonstration is most helpful when training involves using machines, such as copiers or adding machines. But, it can also be used to illustrate ways of approaching interpersonal situations. The major problem here is that a trainee may try to copy the demonstration methods rather than use his own experience or personality as a tool. A good demonstration explains the Why's in addition to the How's.

Role Play

Role playing is acting out a situation, condition, or circumstance. It can be a very useful tool if certain guidelines are followed, but it can be a difficult and tricky process.

Role play is done by trainees. No particular acting ability is necessary because of the real-life quality of the game. Each trainee assumes a role and acts out, with others, an attitude or situation that is relevant to him and his job. The emotional impact of observing or taking part in a dramatic presentation is potent and highly valuable. The role players and those observing them usually come closer to an experience of the feelings and reactions connected with the situation than they would by being told about it.

After the role play, there is a discussion of it and an attempt to help trainees increase their skill from this experience. Sometimes the players are asked to comment first and sometimes the discussion is started by the observers. The advantages of the former in some situations is that it allows the players to set the tone for constructive criticism. If the players show by their own observations that they are not self-conscious, the observers are more likely to feel free to express their full reactions. It is important that the observers steer clear of comments that evaluate the acting ability of the players or the interpretation of their roles. The discussion should be focused on what the play can contribute to an understanding of the problem they were trying to solve.

Some advantages of using role play:

- Trainees can often gain self-understanding by identifying with one or more of the roles.
- By playing a role or observing, individuals may understand how others think and feel under certain conditions.
- It is a more vivid experience than merely talking about a problem or situation.
- It is especially useful for dealing with problems involving feelings and attitudes.

Some disadvantages of using role play:

- It must be restricted to simple, clear-cut problems and situations.
- There is a temptation to use role playing as a gimmick rather than as a means to encourage learning.
- Role play requires alert, careful direction.
- Role players may become so involved in their roles that they demonstrate emotions of deep personal significance.
- The anticipation of playing a role can cause anxiety in the players.
- Some groups may reject role play as an educational technique.

Some possible examples for role play:

- Interview a poor family.
- Interview a city official.
- Participate in a committee.
- Be a supervisor
- Confront a difficult situation.
- Participate in a staff meeting.

Case Problems

A case is a written report describing an event, incident, or situation that can be analyzed and discussed. The case sometimes deals with the behavior of a person or group. The group members read the case and discuss or analyze it for their own learning. Studying cases can enable the trainee to develop skills in ways of responding to various situations.

Using case problems can be an extremely effective method. However, the case must be well-prepared and carefully focused on the problem areas of the training. Many of the training problems in OEO can be made into cases. The information is available through OEO or consulting firms. From this information, trainers can build case problems to use in their training sessions.

When discussing a case, it is important to help the trainees think about the issues and how they might act in similar situations. There are seldom right or wrong answers in case studies. Instead they are a way of stimulating thought, discussion, and learning.

C. Insight and Understanding of Oneself and Others

Self-Evaluation Tests

Self-evaluation has many uses. Here are three examples, and there are many other variations.

Example 1

(1) Have trainees list the behaviors that would characterize effectiveness in a particular job or role.

(2) Have each group member rate or rank the other members according to his own perception of how they reflect these characteristics.

(3) Discuss the evaluation experience and its effect on each person.

Example 2.

(1) Present the ground rules for feedback to trainees. (See page 56)

(2) Practice the use of these rules by having pairs of trainees give feedback to one another.

(3) Meet again as a total group and continue the feedback process, with the trainer helping the group adhere to the rules.

Example 3.

(1) Have the trainees select the three most important functions of their jobs.

(2) Then have them explain these functions to the group, and receive feedback from their fellow workers on the quality of their accomplishment of these functions.

Role Reversal

This training method is a variation of role play in which the players switch roles in order to better understand how the other person is feeling and why he is behaving the way he is. Reverse role play can be a very powerful training tool.

A group must first establish a role play situation. At some point during the exercise, often at the most tense moment, the trainer stops the players and instructs them to take the role of another person. Sometimes, especially in a tense situation, the antagonists are asked to change roles.

Role reversal tends to be most effective in situations of confrontation or when people of different backgrounds get together.

Incident Process

An incident is like a short case. Instead of a long, detailed essay, it is usually limited to two or three paragraphs. And, instead of going into detail about several issues, it focuses on one particular problem. In a training session, the incident is treated much the same as a case. Trainees read and discuss the material, and the emphasis is on noting their reactions and how they think they would feel or what they might do in a similar situation.

Here is an example of the kind of incident that could be presented to a group of trainees:

- For some time, a group of Neighborhood Workers have been offering services to the poor. Their work includes help in finding jobs, providing emergency food, and other similar services. They have been doing a good job.

  Last week, the CAA Director replaced their supervisor because he had not encouraged them to organize the poor, only to assist them. The new supervisor, John Thompson, has sent out a memo stating that all community service shall stop and the organizing of the poor should begin.

  The Neighborhood Workers would like to begin organizing, but they have several concerns. They wonder what will happen to the people to whom they are now offering service. Also, they are not totally sure what it means to organize.

  Mr. Thompson has called a staff meeting to discuss the new role of the Neighborhood Workers.

Which methods should you select? Which ones are best? Here are the five criteria referred to in Chapter 5. You can check the method or combinations of methods you chose against them.
Will the method you chose:

1. Achieve the Specific Objective
2. Maximize the trainees' feeling of being self-directed
3. Utilize the trainees' information and skills
4. Help trainees learn through experience
5. Offer opportunity for active involvement

Many of the training methods suggested here include group activities which will often lead to individuals giving feedback to one another.

In such situations it is important that some group norms be established to facilitate the feedback process and increase learning. Following are eight standard rules of feedback which have been found effective in many group learning situations.

The Eight Rules of Feedback

1. Feedback must be *wanted* or *requested.* It should be asked for, not imposed. It should be in the hands of the receiver, in that he asks for it and then controls how much of it he gets, its content and its depth.

2. Feedback is given *for the benefit of the receiver*. It is given to be helpful to the receiver, but does not obligate the receiver to change. The person who receives feedback can accept or reject the information and use it in any way he wishes.

3. Feedback is *only the perception of the giver*. It is neither right nor wrong. It only expresses his perception or feelings at the time it was given.

4. Since feedback is only the perception of the giver, both parties may wish to *check with others* who are present for their perceptions of the situation.

5. Feedback is more meaningful when it *closely follows the event*. It is very difficult to reconstruct situations when several days or even weeks have passed.

6. Feedback can be better understood and used when it is *specific rather than general*. To be told that one is "dominating" is not as useful as to be told that it is the specific behavior, such as talking and not listening, which makes the receiver seem that way.

7. Feedback will be received less defensively if it is *descriptive rather than evaluative*. To describe a person's behavior or to describe one's reaction to it, such as "I felt left out when you cut me off," is more useful than "You always cut people off."

8. Feedback should be *useful and meaningful*. It should be important enough to affect the receiver and directed toward behavior which can be changed. When feedback is too shallow, it's useless; when directed toward unchangeable behavior, it only leads to increased frustration.

CHAPTER 7

TRAINING STYLE

In Chapter 6, I talked about several different training methods, and when and how they can be used most effectively. It still is up to the trainer, however, to present the training so that the trainees will be able to learn. Having a good song and the right accompaniment is not enough unless you have the right singer to "put it across." A trainer who has clear goals, a good design, and appropriate methods for training is ready to "put the song across." Now he needs to polish up his skills, create a style and be himself.

In this chapter, I want to make a few suggestions to help you "polish your training skills." These ideas should help you carry out a training program with strong trainee involvement and responsibility. Some of the things I say will probably seem obvious. You may say, "I know that." I'm sure you do; most trainers do. But, many trainers often tend to overlook these obvious, yet crucial, points.

For example, one of the issues I will discuss will be that of giving support to trainees. You as a trainer know that this support is necessary, but it is easy to avoid or ignore it, especially if the trainees' feelings and thoughts tend to interfere with your training plan. You give *some* support, whereas a successful trainer looks for opportunities to increase the support he is *already* giving.

That is the purpose of this chapter: to help you increase and build on some of the things you may already be doing instinctively.

The suggestions in this chapter will probably be the most meaningful while you are actually planning, conducting or evaluating a session. I hope you will refer back to them at those times, to remind youself how to "put the song across." The Trainer Feedback Form will enable you to get feedback from co-trainers or participants.

Be Supportive

It is important for group members to have emotional support as they work and learn. At the beginning of training, support may have to come mostly from the trainer. As the group works, support comes more and more from other group members, and they begin to feel "It's safe to try things out here."

A trainer can give support by acting to reduce excessive conflict between members; behaving in a warm or friendly fashion; encouraging members as they try out difficult things; relieving group tension; and communicating value and support for the individual trainees.

This does not mean a trainer has to support every idea or suggestion. Ideas can be rejected, but support for the person who offers the ideas is important.

Don't be Judgmental

A trainer will be more sucessful if he tries not to judge the contribution and behavior of a trainee as good or bad. That is not his role, and it reduces the emotional safety factor. The evaluating or judgment is up to the trainees. The trainer is to help them get information so that they can evaluate themselves more accurately, to help them learn to observe behavior and its effects.

The way we say things often communicates a judgment. Certain words, such as "should," "ought to," "you must," "that's wrong," "Neighborhood Workers must," "you should change" all imply a personal judgment.

To avoid being judgmental, to remove the critical tone from suggestions, a successful trainer uses

descriptive, non-judgmental words, such as "could," "your reactions had the effects of," "if you act that way then the effects might be," "when you do that my reactions are . . ."

To react in a non-judgmental manner is not easy. As trainers, we need help in knowing whether we are being judgmental or descriptive. Once again, we can get feedback and helpful information from co-trainers as well as from trainees.

Respect People's Feelings

Trainees come to training sessions with mixed emotions. Some don't want to be there at all, but were sent by a supervisor. Others suppose it will be like school, and they are remembering school experiences, good and bad. Still others are worried by the new situation and don't know how to act.

A *feeling* is never right or wrong, and whatever a trainee feels must be respected by the trainer. Trainees' feelings, especially when they are feelings of fear or inadequacy, make it more difficult for him to learn. If a trainer wants to reduce these fears and to avoid development of any new anxieties, then he should not ignore or criticize a trainees' feelings. Attention to these fears or problems will help establish an atmosphere where learning can more easily take place, and where emotions are legitimate and acceptable.

Give Clear Instructions

People in groups need very clear, explicit directives. This isn't easy. For example, take the instructions, "Let's divide into groups of four and explore further what we've been talking about." What's wrong with that statement?

- The task is unspecific. People may have varying definitions of "what we've been talking about."
- There is no time limit indicated. People need to know what's expected of them and how much time they have to do it. An open-ended time frame invites people to be long-winded and unproductive.
- Is just any grouping O.K.? Should they be both men and women? Should they all be from the same agency?

By now you get the point. Instructions should describe a specific task to be performed in a prescribed way in a specific length of time.

Know Your Materials

This is very important. No one can really be relaxed, be himself, and be effective if he is afraid he'll forget what's on the second page of the training manual. There is no substitute for knowing the content of what you intend to teach. A trainer who is confident of his goals, methods, and materials will be most effective. Being comfortable with your subject matter lets you hear other people's opinions and inputs better and lets you lead more open discussions on them. It also frees you to help the trainees apply the principles they are learning to their on-the-job activities. An additional benefit is that it gives you the confidence to re-arrange what you planned to teach on short notice and respond to trainees' needs for learning.

Desire to Help

An effective trainer needs to have genuine motivation for helping people learn. The person who tries out the trainer role only because it is "interesting," or because it gives him a feeling of power over

others, or because a superior told him to, is unlikely to get very far before things freeze up or the group becomes apathetic. The beginning trainer may wonder whether he is really aware of his motivations for wanting to help people. I'm not suggesting psychoanalysis–only a thoughtful self-appraisal of your reasons for wishing to try out the trainer role.

Be Congruent

To be congruent means to have your actions consistent with what you say. It means "do as I do" as well as "do as I say."

Let me give an example. A few years ago I went to a national conference on adult education. One of the workshops was entitled "Increasing Group Participation." I went to the workshop, anticipating the opportunity to meet others and share thoughts and feelings. The chairman introduced the group leader, who proceeded to lecture for the next 45 minutes on the value, importance, and effect of group participation in education. During this time, there was no opportunity to participate! This is an example of *in*congruent behavior.

If you want trainees to be free and open with their feelings, then you must also be open. If you want them to take risks, you must be ready to take risks, too.

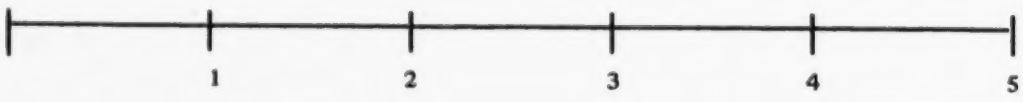
Trainer Feedback Form

The Trainer Feedback Form can help you evaluate the strengths and weaknesses of your presentation and show you how others reacted to your training. On the basis of this feedback from trainers and co-trainers, you may decide you want to consult with other trainers or get more experience in certain areas, or concentrate on working in areas of training where you feel most confident and successful. You can also create your own scales to measure other aspects and dimensions of your performance as a trainer.

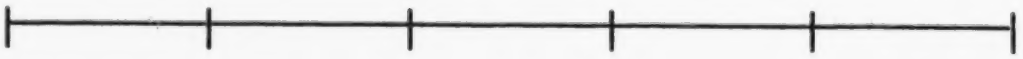
TRAINER FEEDBACK FORM

Mark the scale according to the degree of success you felt the trainer achieved in each aspect of his skill in delivering training.

Support for People



Non-judgmental Behavior



Respect for People's Feelings

Clear Instructions

Knowledge of Materials

Desire to Help

Congruence

Behavioral Science Center

CHAPTER 8

IMPACT EVALUATION

I always have trouble writing or talking to trainers about the evaluation of training because my experience has almost convinced me that we don't evaluate often enough. Evaluation is very tough, and when you're finished, if you do it well, you've created another tough job for yourself–that of reviewing, upgrading, and implementing new training to meet higher standards. Yet, the improvement of training can be a rewarding and exciting prospect.

Why should we evaluate training anyhow? Aside from the fact that we must like tough jobs (or we wouldn't be in the business of training), there are some practical reasons from the point of view of the CAA and its community why we ought to evaluate the impact of training programs.

Historically, training as part of a total program–in social change agencies or in business and industry–has had the same status as the unskilled in our society: the last hired and the first fired. Government agencies, like private industry, have always thought primarily about technical and program matters. Money is first assigned to physical things–office space and production facilities, staff salaries, communications and production equipment, programs or program plans, even parking arrangements for employees. Then, if there is money left, funds are provided to train the people who will use the facilities and implement the programs. If for some reason budgets get reduced or business slows down, the first cuts are often in the training budget.

Why? I think one reason is that training programs have traditionally been weak in demonstrating that training *does* have an impact, on the community in the case of CAAs, or on profits in the case of private companies. This weakness in showing training success is due, in large part, to the difficulty encountered in measuring impact. How can one relate training inputs to program or production outputs? It is very difficult to *prove* that because I trained a CAA staff in planning budgeting systems, the next CAP 81 will be measurably better. This difficulty is furthered because most CAAs are not yet very skilled in measuring the impact of their own agency programs and this makes it harder for trainers to measure the effect of training to improve those programs.

Another basic reason that the demonstration of impact has been weak is that often in implementing an evaluation, we're not sure what we want to know. At some level, at some time in our experience as trainers, we all have some doubt as to whether our training *is*, in fact, making an impact on community problems. And whether we're helping people achieve specific behavioral objectives, or whether we're learning and growing professionally as trainers, there is a very human reluctance to work hard on impact evaluation when our suspicion is that maybe we won't find anything very encouraging.

Balancing with that "fear to know" in all of us is an equally human condition, the "need to know," which, in spite of our doubts, makes us want to know that what we are doing as trainers is having an impact on the community. I am counting on this second human quality to motivate you to finish reading this chapter, refer back to it, and act on it. I value impact evaluation highly, and I think there are a number of critical reasons for implementing it.

Not only do we "need to know" as trainers and as human beings that our efforts are making a difference, but we have a responsibility as professionals to be able to demonstrate the results of our efforts. Our agencies have a very legitimate right to ask questions about the results of what we are doing, and we have a professional responsibility to have answers to those questions. It costs both our agencies and us money, time, and energy to train. It is part of our contract with our trainers and with those who sponsor our trainees that we justify this time and energy, as well as the money.

In addition, the public and the Congress have been asking hard questions about the results of community action, in CAAs in particular. Implicit in these are questions about the fate of CAA training monies spent. We can, if we like, write the critics off as political vultures who will always be in

opposition to federally sponsored community change efforts, but the questions remain. In evaluating training efforts associated with the programs or CAAs in general, we will produce data which can be useful in answering critics.

Perhaps most important, we need to demonstrate that some progress is being made in order to maintain credibility in the communities which CAAs serve. The poor are frustrated and disillusioned. If we really think we can make a difference, I believe that we have a responsibility to them to demonstrate that belief by showing them that something is happening, and that training has an important role to play in making that something happen.

An impact evaluation program can be designed at any point during training, although at the beginning is best. Here is a list of questions that form a design sequence for an impact evaluation program. They come in a logical order, and you can proceed readily from one step to the next.

1. What are the trainees likely to do differently after training?
   (This relates directly to the setting of Specific Objectives.)

2. On which programs is this different behavior likely to have an impact?
   (This should have already been decided from the Need Assessment.)

3. How were these programs being conducted before training?
   (This includes the planning, implementation, and evaluation, depending on training input.)

4. What do you predict will be the specific impact of the training on the program?
   (The relationship between training input and the impact on the program must be logical–preferably even obvious–to an outsider, as well as to you, the trainer.)

5. What evidence would you accept that the training is making an impact both on the CAA and the community?
   (This includes specific, measurable data.)

Let's use this design sequence in a specific case, to let you see how it works . . .

* * * * * * * * *

Let's assume that during the Needs Assessment in your CAA, public relations problems with the local newspaper are identified as a high priority need which can be affected by training. The staff does not have enough budget to assign a full-time public relations officer, so the Deputy Director is assigned to coordinate public relations efforts. The senior staff (including program heads) is the training population.

The General Objective which results from the Need is:

To have every program head assume responsibility for and increase his skill in promoting and maintaining favorable public relations around his program areas.

Now that you have stated the General Objective, begin to ask yourself the impact evaluation questions. (You can usually design impact evaluation directly from the General Objective.)

1. *What are trainees likely to do differently after training?* (Remember, this relates to the original Need. Therefore, what will they be doing with respect to the public relations in this CAA?)
   Some common sense answers to that question might have been:
   - They will begin to notify the local newspaper of events related to their programs, new programs, new emphases in programs.

- They will begin to talk informally with newspaper and other media people to try to establish friendly relationships with them on a person-to-person basis.

- They will begin to draft answers to the letters-to-the-editor column if unfavorable letters have been published, to attempt to refute published criticism.

- They will begin to sponsor "open house" events to which the public is invited to learn about the programs.

- They will begin to train their field staff (or invite you to train their field staff) to communicate more directly and effectively the positive aspects of their programs, and to explain by word-of-mouth things which the public finds difficult to understand.

Your answers might have been somewhat different, but these are some appropriate ways to think about how differently things would be done after training.

2. *On which programs is this different behavior likely to have an impact?*

   This would require a common sense analysis of which programs are most visible and/or most strongly criticized. Also, don't forget those programs that appear to have the most potential for favorable publicity.

3. *How were these programs being conducted before training?*

   (That is, how was the public relations for each program in the CAA being handled? What was the public response? How can you find out?)

   In order to identify program differences, we first have to get what researchers call "base data," that is, what is happening in specific program areas before training begins. Some of the ways you can gather base data are:

   - Count the number of unfavorable letters-to-the-editor about CAA programs during a given length of time.

   - Count the number of unfavorable editorials or news stories about CAA programs in a similar period of time.

   - Design a simple interview guide or questionnaire and have field workers conduct a survey to determine the general attitudes of the public toward CAA programs.

This gathering of base data might be critical to your training design. You might discover at this point that the perceptions of the CAA staff are not consistent with a more objective analysis of the public relations problem. If you discover that this is the case, a specific training objective might be added to your training design to communicate this misperception to the staff. This is a good reason to design your impact evaluation previous to training–it may help you with setting Specific Objectives.

Now you should be ready to proceed to the next evaluation design step by asking yourself:

4. *What do I predict will be the specific impact of the training on the program?*

   At this point, you will have to make some logical predictions about what *should* happen to the public relations program of the CAA after training. Once this is done, you can set Specific Objectives for the impact evaluation program. These will be a refinement of the general predictions

you made in answer to the first design question. Now that you have gathered base data, and possibly changed your training objectives, you might have different predictions.

5. *What evidence would I accept that the training is making an impact on the community?*

   To answer this question, you would probably go back to whatever base data sources and material you gathered before training and repeat the same measurement procedures. A comparison of the differences will give you impact results.

* * * * * * * * *

All of this sounds ambitious for a trainer to undertake. I do not believe that a trainer needs to assume responsibility for implementing such programs. I believe that it is a trainee's responsibility to take leadership in designing impact evaluation efforts (with the assistance and advice of the trainer) and seeing that they are implemented. It is also the responsibility of the trainee to involve other members of the agency in the design, implementation, and use of such efforts.

There is an advantage to the trainees themselves being involved in participation in the impact evaluation. In pure research, academic types worry a lot about what they call the "Hawthorne effect" of research follow-up. That means that if people know they are part of a research effort, they tend to change their behavior and often do things better just because they know they are being observed. However, we aren't interested in a pure, laboratory research effort; we are interested in results and in measuring results. Therefore, as suggested in Chapter 5 let the trainees become involved in the evaluation and know that they are being expected to change. Tell them how you hope they will improve their performance. An efficient way to do this is to make them evaluate themselves and their own performance. If this makes them change their behavior, that what you're after!

If there is a program evaluation element in your CAA, training impact evaluation can be worked into such an ongoing effort. It is possible that your design approach to training impact evaluation will have the secondary effect of assisting the program evaluation, as well.

I have one final suggestion for your impact evaluation program: use outside resources. If there are colleges or universities near your CAA, contact faculty in the social sciences departments. They often have students who would enjoy working with you in evaluating your programs. Many times they can get academic credit for it and will work as volunteers. In other cases, you may need to find some money to support them. But they are often as good as full-time staff and usually less expensive. Other resources in your community could include other social action groups or agencies who have more money budgeted for research and evaluation, who could easily fold your evaluation design into other ongoing surveys or field research efforts.

What do you do with it after you have it? The results of impact evaluation efforts can be used in several ways. Most obviously, they can help you think about ways to change and improve future training designs in similar areas. Results can also be communicated by the CAA to OEO, the general public, and the community the agency serves. As previously mentioned, the impact evaluation efforts of the trainer and the implementation of them can stimulate the CAA to do a better job in the future of evaluating the impact of its own programs.

CHAPTER 9

A FINAL WORD

This chapter contains the five forms which have already been presented and which you may find helpful in designing and carrying out a training program, start to finish, goal-setting to evaluation. These forms can serve as:

- a checklist
- a reminder of what has to be done
- a planning tool
- notes you can refer to during training
- a record of the training
- a report form to your CAA or to OEO
- a security blanket when doing the training

Let's review the complete training process and go over the forms once again.

1. Use the "Checklist for Determining Whether Training Should Be Done" (Chapter 3) to help you decide if you should attempt training with this group at this time.

2. Select a training need, either by using the "Simple Survey Form" or the TNIP process (Chapter 4).

3. Use the "Specific Objective Form" at the end of Chapter 4 to help you develop General and Specific Objectives from the selected training Need.

4. Transfer the Specific Objective to the "Program Design Form" (Chapter 5). This will help you design and record the training activities.

5. Use the "Trainer Feedback Form" (Chapter 7) to check and improve your style of delivering training.

I have included several extra copies of these forms for you to use. Tear them out and make duplicates if you wish. And use them in whatever way they are most helpful.

I have also included, at the end of the book, a list of references that you may wish to consult. I have organized them to relate to the chapters in the manual and have noted specific parts of these books that will be most pertinent to you.

One final question: *After training, then what?*

Learning does not stop after training. As a trainer there are certain things you can do to ensure that learning and implementation of training will take place.

- Support the trainees in their efforts to implement the new things they have learned. To change the ways people work is difficult, yet we train people to change. Often they will need informal support and help after training has ended.

- Consult with the trainees. As their trainer, you can help them solve problems that may arise from their new responsibilities. Help them check the effects of their behavior and encourage them to take on new tasks.

- Start the training process over again, in some other area of need this time. Once again decide if training should be done, select Needs, establish Specific Objectives, design training programs, train, and evaluate.

Training, learning, and evaluation are ongoing processes. There is a dynamic quality to them, a suggestion of constant change and continuing improvement. As a trainer, you will give others the opportunity to gain knowledge, improve themselves, and change their lives. You are giving them new tools, new views, new goals. The methods, skill, and enthusiasm with which you present these ideas will greatly influence how much they learn and what they will become as a result.

I hope that this manual will be a contribution toward your helping others improve themselves.

Checklist for Determining Whether Training Should Be Done

1.	Is the training needed? Yes ☐				No ☐
2.	Is the training wanted? Yes ☐	Maybe ☐	No ☐		
3.	Is there support for training? Yes ☐	Some ☐	None ☐		
4.	Is training and consulting skill available? Yes ☐				No ☐
5.	Is time available? Yes ☐	Some ☐	A little ☐	None ☐	
6.	Is there enough money? Yes ☐	Maybe ☐	Probably not ☐	No ☐	
7.	Is there a good chance of achieving the objective? Yes ☐		Probably ☐		No ☐
8.	Will the training cause any problems? No ☐	Some ☐		Yes ☐	

Checklist for Determining Whether Training Should Be Done

1.	Is the training needed? Yes ☐				No ☐
2.	Is the training wanted? Yes ☐	Maybe ☐	No ☐		
3.	Is there support for training? Yes ☐	Some ☐	None ☐		
4.	Is training and consulting skill available? Yes ☐				No ☐
5.	Is time available? Yes ☐	Some ☐	A little ☐	None ☐	
6.	Is there enough money? Yes ☐	Maybe ☐	Probably not ☐	No ☐	
7.	Is there a good chance of achieving the objective? Yes ☐		Probably ☐		No ☐
8.	Will the training cause any problems? No ☐	Some ☐		Yes ☐	

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7.	Is there a good chance of achieving the objective? Yes ☐		Probably ☐		No ☐
8.	Will the training cause any problems? No ☐	Some ☐		Yes ☐	

SIMPLE SURVEY FORM

Needs as seen by the trainer	Needs as seen by the trainees	Needs common to both lists

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SIMPLE SURVEY FORM

Needs as seen by the trainer	Needs as seen by the trainees	Needs common to both lists

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SIMPLE SURVEY FORM

Needs as seen by the trainer	Needs as seen by the trainees	Needs common to both lists

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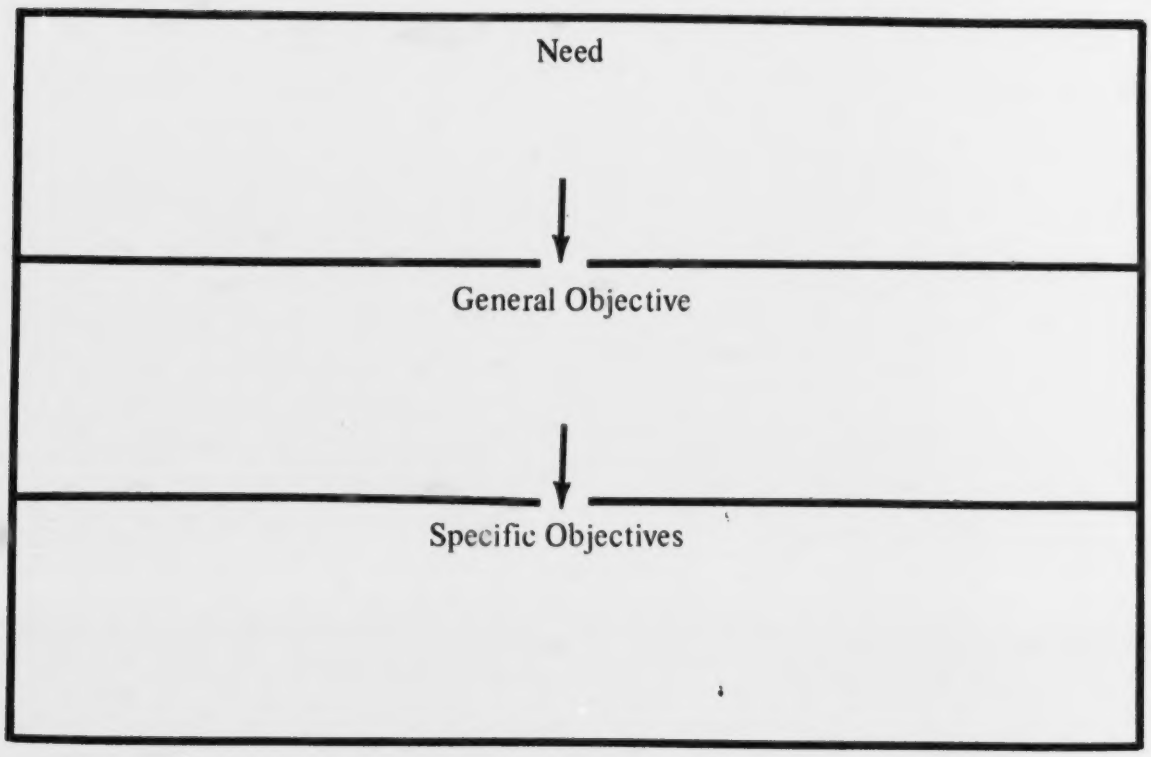
SPECIFIC OBJECTIVE FORM



Do these Specific Objectives	YES	NO
State Measurable goals	☐	☐
State Levels of acceptable performance	☐	☐
State conditions for accomplishing this task	☐	☐

Rewrite and improve Specific Objectives

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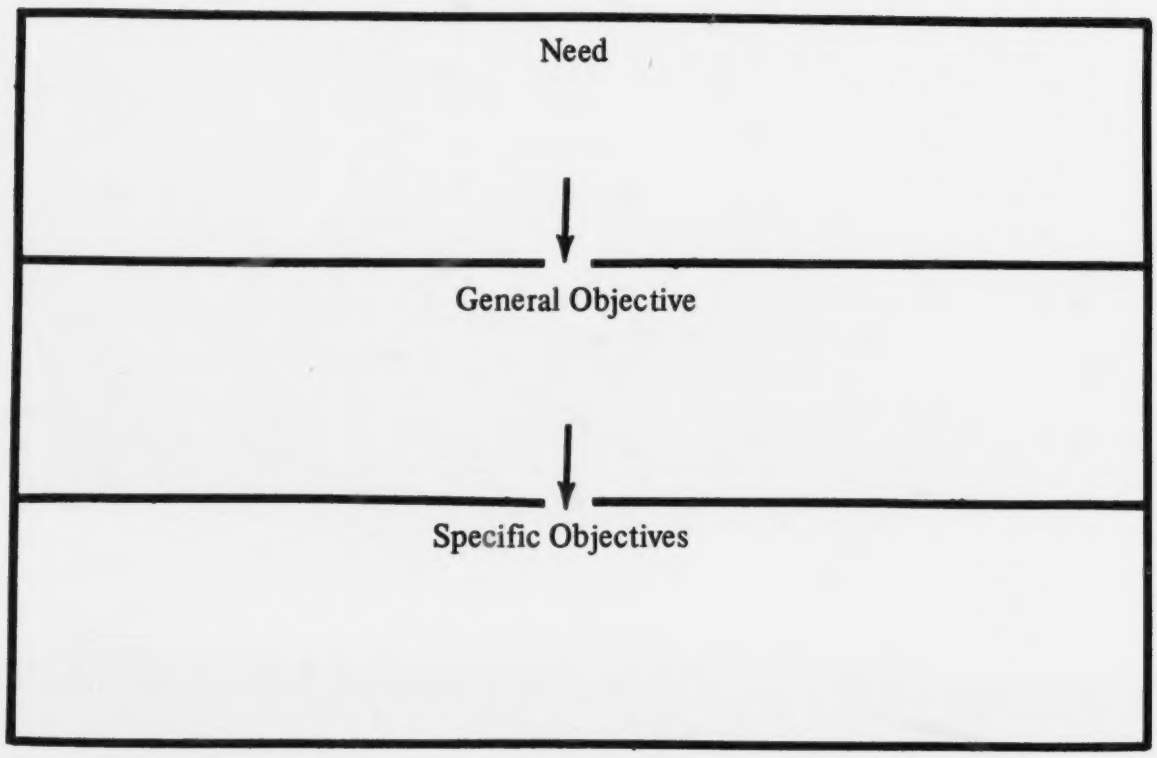
SPECIFIC OBJECTIVE FORM



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State Measurable goals	☐	☐
State Levels of acceptable performance	☐	☐
State conditions for accomplishing this task	☐	☐

Rewrite and improve Specific Objectives

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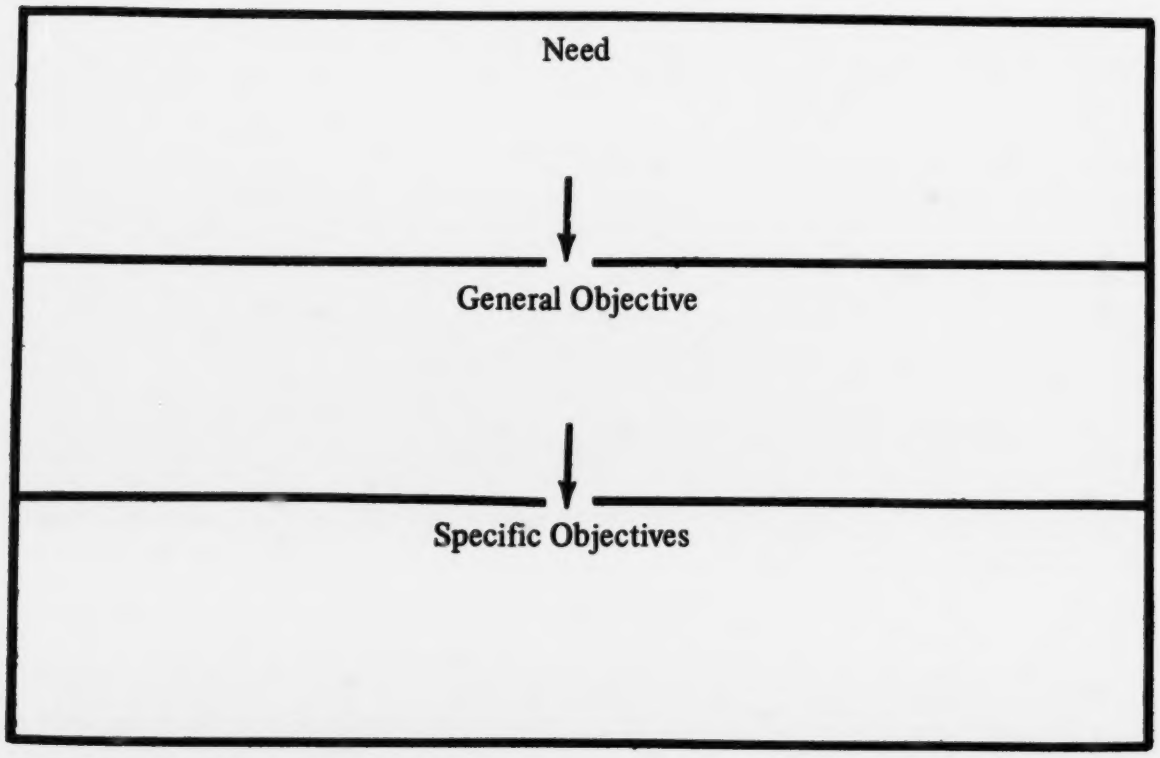
SPECIFIC OBJECTIVE FORM



Do these Specific Objectives	YES	NO
State Measurable goals	☐	☐
State Levels of acceptable performance	☐	☐
State conditions for accomplishing this task	☐	☐

Rewrite and improve Specific Objectives

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PROGRAM DESIGN FORM

Specific Objective		
TIME	DESIGN	HOW
	Establish a Learning Climate	
	Goal Agreement	
	Plan for Achieving the Specific Objectives	
	Evaluation	

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PROGRAM DESIGN FORM

Specific Objective		
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PROGRAM DESIGN FORM

Specific Objective		
TIME	DESIGN	HOW
	Establish a Learning Climate	
	Goal Agreement	
	Plan for Achieving the Specific Objectives	
	Evaluation	

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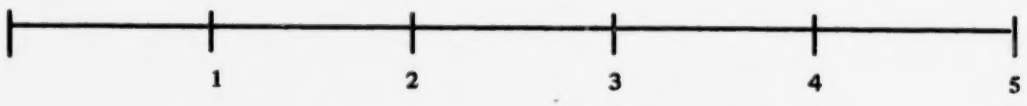
TRAINER FEEDBACK FORM

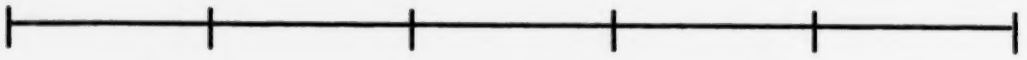
Mark the scale according to the degree of success you felt the trainer achieved in each aspect of his skill in delivering training.

Support for People



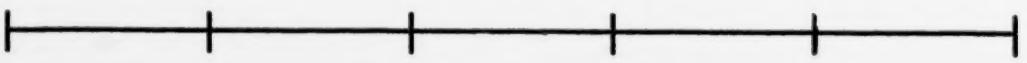
Non-judgmental Behavior

Respect for People's Feelings

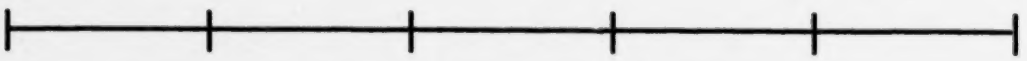


Clear Instructions

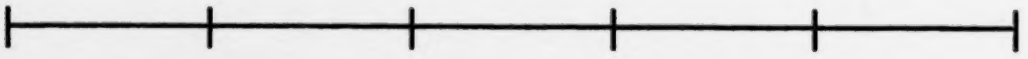
Knowledge of Materials



Desire to Help



Congruence



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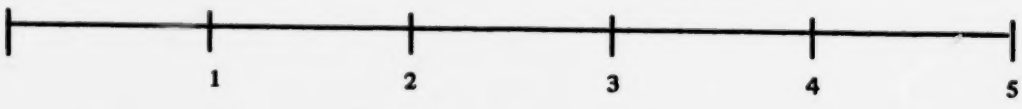
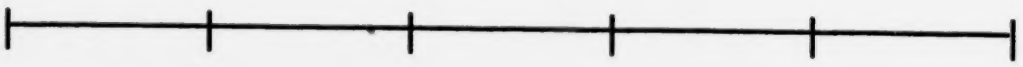
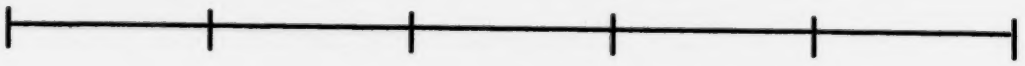


Non-judgmental Behavior



Respect for People's Feelings



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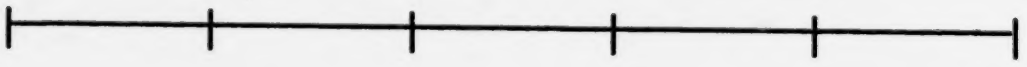
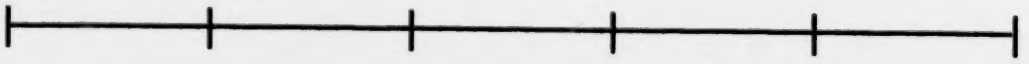
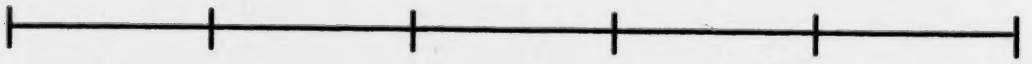


Knowledge of Materials

Desire to Help



Congruence



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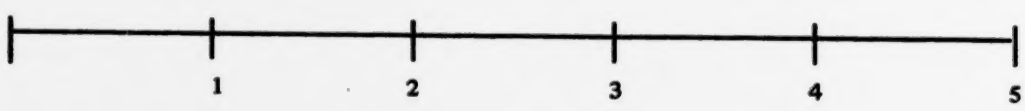

Non-judgmental Behavior

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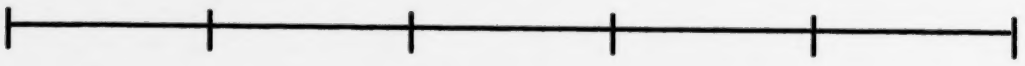

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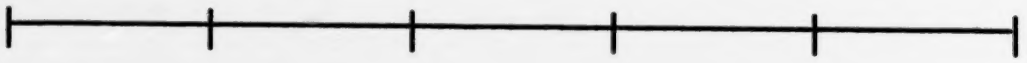
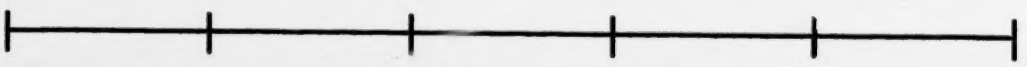
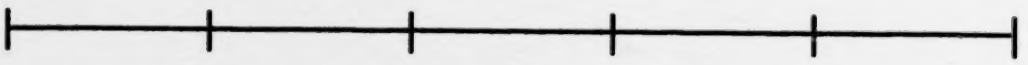


Knowledge of Materials



Desire to Help



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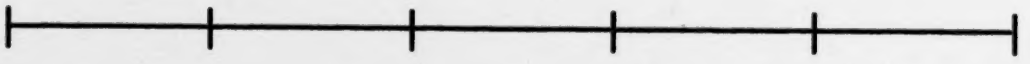

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